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ABSTRACT

This document consists of a collection of four curriculum projects created by U.S. teachers after visiting China during 1986. The projects are: "Thinking in Time: How Nations Use and Misuse History" (M. Lappen); "China: Educating over 1,000,000,000 People" (F. Marks and L. Schneider); "Old and New: China and the United States" (J. McLeod); and "Historical Preservation of Beijing, China" (J. O'Brien). (DB)

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1986 FULBRIGHT HAYS SUMMER SEMINARS ABROAD PROGRAM

Curriculum Projects

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Curriculum Project
prepared for

National Committee on United States-China Relations
Fulbright Seminar, Summer 1986

Thinking in Time:
How Nations Use and Misuse History

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November, 1986

UNIT OBJECTIVES

I. Title: Thinking in Time: How Nations Use and Misuse History

II. **Audience:** High school level (9-12) social studies courses in World History, World Geography, World Cultures, American History (20th century), Government, and Asian History. The lesson is designed as an introduction into the study of history (for any history class) or as an inquiry assignment for students studying either international relations or Asian history.

III. **Focus:** The purpose of education is to enable students to learn to think and draw meanings of the things with which they come in contact, whether in class, on television, while reading on the street. For social studies teachers it is important to help students approach the study of history so that it is meaningful to them, since (Americans seem to have become more interested in seeking immediate tangible rewards) history seems too irrelevent, tedious and boring. There are several ways to initiate interest in the study of history but this is not my objective in this curriculum project (I have included several articles regarding the necessity of historical study for policy makers in the bibliography). This curriculum project endeavors to place the student as an active participant while learning the value of historical interpretation. By investigating aspects of Chinese hinstory and culture, students learn how the Chinese own use of history (in mythology, art, historical interpretation, and contemporary cartoons) have shaped their culture. Students may also apply what they have learned of China and apply generalizations to other nations (including the United States). They will learn that history can be used and misused by leaders and governments in order to reaffirm their mandate to rule.

IV. **Scope and Sequence:** The curriculum project is divided into three case studies and closure activity. The teacher may choose either to use the entire package in its original form or to take pieces of it, since some of the activities may be too demanding for slower learners. However, I have taken in account the variety of students learning styles. For example, teachers may opt to direct a discussion, so that all students may share their vies, or have the students write the work on their own. Students who enjoy creative writing may prefer to develop their own myth while students with artistic abilities may enjoy to draw a myth. Case Study #1 introduces the student to Chinese and Japanese mythology (see the knowledge and skill objectives listed in the case study); Case Study #2 addresses the use of art as a historical tool; Case Study #3 presents three stories in which the student must use the inquiry approach in order to develop his own thesis; and the closure activity enables the student to interpret current Chinese history in comic book form. The number of days can range from 4-8 , depending on how much time the teacher wished to work on each case study.

V. **Objectives:** I have listed Knowledge and Skills objectives with each case study. Generally the students will learn that history can be viewed from different perspectives, and that history can be used to shape a society's perspective of itself and of the world..

VI. **Content:** Information for students and teachers is provided in the bibliography, following the closure activity.

VII. **Activities:** See the Case Studies for details.

VIII. **Materials**: Materials for teachers have been listed with each case study.

IX. **Bibliography**: The bibliography is provided following the closure activitiy.

CASE STUDY NO. 1
USING MYTHOLOGY TO EXPLAIN WHY WE STUDY HISTORY

Knowledge objectives:

To know that an understanding of how a society views its past may help us understand how that society reacts to events as they occur today.

To know that governments interpret mythology and history in order to reinforce their legitimacy, continuity with the past, and the moral strength of leadership.

To know that the mythology of China and Japan illuminates these societies' concepts of heroism, benevolent leadership (by using their powers to do good and protect their populations) and intellect (numerous inventions that benefit society).

To know that a historian functions in many ways like a detective since he uses his knowledge and skill of observation and deduction.

Skill objectives:

Given a Chinese and Japanese account of the creation, students will recognize the basic characteristics for good leadership, what events and natural disasters concerned both societies (the Chinese concern for secure settlements without the constant threat of flooding, the development of agriculture, and the concern for the tribe as well as the Japanese concern for the continuity of the Imperial family dynasty).

Given the two accounts, students may recognize that the Japanese culture borrowed heavily from early Chinese culture.

Given a directed discussion following the reading of the two articles, students will want to respond to questions asked in class, take part in class discussion and volunteer opinions when not specifically asked.

Materials:

Handout #1 "Japanese Mythology"
from: H. Paul Varley, Japanese Culture, Honolulu: University of Hawaii Press, 1984, pp. 9-12.

Handout #2 "The Chinese Mythology"
from: Bai Shouyi, Editor, "Myth and Legend", An Outline History of China, Bejing: Foreign Language Press, pp. 52-57. and Alasdair Clayre, "Believing, Heart of the Dragon, Boston, Houghton Mifflin Company, 1984, pp.37. Walls Jan and Yvonne , editors, Classical Chines Myths, Hong Kong, Joint Publishing Co. 1984, pp. 1-20.

PROCEDURE

Distribute Handout #1 and have the students read the story by themselves or you may choose to select students to read aloud. Following the reading, ask students: "Do you believe the story is true and that the world was created by two gods".

Students will respond that the story is not true, that Izanami and Izanagi are too unrealistic to be believable (If you care to use the questions as a hand out and then go over the questions with the students.

In order to simulate discussion and interest at the outset, challenge students who don't agree that the story was true.

It is hoped that the students will voice their disbelief and be vocal about it. Students will voice their knowledge of geography that Japan was not created that way and that mankind cannot be related to a god.

Ask "What do you have that causes you not to believe the story?

"If you were a Japanese peasant, courtier, king, warrior and you did not have the knowledge of geography and science we have today, is there any other way you might disprove this story?"

Students should recognize that if they lacked certain information that they may actually believe the story. Answers will vary to the second question, allowing you to go on to an explanation.

"Why would there be a need for this story?"

Explain: " In 1945, General MacArthur, as part of his peace plan after Japan lost World War II, compelled Emperor Hirohito to tell the Japanese people that he was not a god and the descendent of the Sungoddess. His address shocked the Japanese people who believed that the emperor was the direct descendent of the Sun goddess and that the Sungoddess lived in a mirror owned by the Imperial family. Japan was not a primitive nation, but an industrial society when they learned the new".

You may need a background knowledge of the history of Japan. You may want to cover some points with students regarding the concept of the Sungoddess as the ancestor to the Royal family. According to the legend, the books within the creation story were written in the eighth century B.C. (writing did not appear in Japan until the third century B.C.) Historians believe that the books were actually written much later, when the Yamato clan as the strongest family, ruled Japan and wished to instill upon the Japanese people that since they were the descendents of the Sungoddess, they could not be overthrown by other clans.

"If writing did not occur until the 3rd century A.D. why would the Royal family claim its roots to the 3rd century B.C.?

Students will probably repeat your previous comments.

Pass out Handout #2 and have the students read the first paragraph. You may wish to have students read aloud. Have students summarize the first paragraph.

Students should summarize the Chinese creation story and answer your questions. After the second question, have students relate how they arrived at their conclusion regarding which story may be oldest. Relate to them that Japanse society borrowed heavily from the Chinese after the third century A.D. and that the Chinese, after the unification of Qin Shi Huangdi in the third century B.C. had influenced a good part of Asia (see supplementary information regarding the sources of the Chines myths). The information may be presented as a detective would investigate it. Each new statement you introduce can then be evaluated by the students, in order to stress the important points.

Ask: "Do you see any similarities between the Chinese and Japanese stories?" Have them describe the characters and strengths.

Have students read the second paragraph. You may wish to have students read aloud. Following the reading ask students to summarize the story.

Ask: "Why do the ancient Chinese regard Nüwa as a goddess of great achievements?"

Have students read the final two paragraphs and then ask the students to summarize the story of "Yu the Great".

Ask: "How does Yu overcome the floods?" What special powers or supernatural strengths does Yu possess?" "Explain Yu's characteristics as a leader; what characteristics must a leader have in order to be considered "great" by the ancient Chinese?" What leadership qualities would a ruler need in order to maintain control and power in China?" "What would a leader need to do in order to lose power in China?" Ask: (comparison Japan and China "Which story do you think is original? What was borrowed?"

Closure: Have the students reread or scan the two handouts and ask them to compare the Japanese and Chinese stories. Your final questions should stress how the characteristics of the gods reinforce how both societies see themselves and the world. Ask students to make generalizations regarding both cultures (refer to the bibliography and associated readings for more detailed information regarding Chinese and Japanese cultures.

An optional closure, if you have time, would be to require students to create their own creation story by incorporating what they (or onother real or fictious) may hold as important qualities for leadership, heroism, etc.
You may wish to compare Asian and Western cultures with this lesson. For example, the competition of the Olympic gods for supremacy, The Succession (Does that encourage cooperation or independent action) myth, relationships between the gods, etc.

By this point, students should have the ability to observe the characteristics of Chinese culture, via the readings. Students should be able to make deductions regarding both ancient cultures from the knowledge aquired from the reading and the teacher's explanations. Students will be able to apply this knowledge into a creative writing assignment.

HANDOUT #1
THE JAPANESE MYTHOLOGY

We are told that the beginning of the world was in state of chaos but, gradually, the light particles (yin) rose and the heavy particles (yang) settled for form the Earth as an oceanlike body of a viscuous substance. Dieties (Kami) materialized and after a passage of seven generations, the brother and sister gods, Izangi and Izanami, were instruced to create a "drifting land". Izanagi then threw his spear into the ocean mass below and he then withdrew it, the brine dripping from the tip forming a small island. The two gods proceeded together by means of a heavenly bridge to the island and there begot not only the remained of the islands of Japan but also a vast number of other dieties. In the process of giving birth to the fire diety, Izanami was burned badly and descended to the nether world. Izanagi went after her in order to fetch her back, but, once seeing her, was repulsed by her decaying, maggot infested body. He went back to a stream in order to purify himself and as he disrobed and cleansed his body he produced a new flock of dieties. Among these new dieties were the Sungoddess, who sprang into being as he washed his left eye, and Susanoo, the god of storms, who appeared through Izanami's nose.

The Sungoddess was appointed to rule over the plain of high heaven and her brother Susanoo was given the domain over the sea. He was ill-tempered and he insisted that he visited the Sungoddess to say good-bye before taking his post. Upon arriving in heaven, he committed a series of offenses against his sister, such as breaking down her field dividers, destroying her looms and defecating in her palace. Outraged, the Sungoddess went into hiding (creating a solar eclipse) into a cave and plunged the world into darkness. In order to lure her out of the cave, the other dieties put on a program of riotous entertainment and placed a cock on top of a perch before the cave. Hearing the celebration, she curiously peared out of the cave and then suddenly grabbed by a diety returning light to the world.

Later the Sungoddess sent her grandson, Ninigi, to the "Land of luxuriant rice and fields". She told Ninigi "Do thou, my August Gandchild, proceed thither and govern it. Go! and may prosper and attend thy dynasty, and may it, like Heaven and Earth, endure for ever". The Sungoddess then gave her grandson sacred regalia: a Chinese-style bronze mirror, a sword, and a curved jewel (magatama), (which are the symbols of the Japanese Imperial family) Ninigi descended from heaven to a mountaintop in South East Kyushu, but he seems to have done little to assert his rule. It was his grandson, Jimmu, who, after conducting a campaign in the central provinces, where he destroyed his local enemies, performed the rites of his ancestoress, the Sungoddess, that signified his assumption to the throne as the first emperor of Japan. According to tradition, Jimmu became emperor in 660 B.C. and began the unbroken line of emperors, including Emperor Hirohito, the 124th in lineal descent from Jimmu.

HANDOUT #2
THE CHINESE MYTHOLOGY

In the earliest records of Chinese belief, the world was thought of as without beginning, without creation or a creator. Pan Gu, the first being, was born form the egg of chaos. When the egg separated the heavy elements (yin) formed Earth and the light elements (yang) formed the heavens. For 1800 years, as he grew he separated the distance between heaven and Earth; which grew apart daily by 10 feet. On his death his head became the sacred mountains, his eyes became the sun and the moon, his flesh became the rivers and seas, his hair and beard became the stars, and his body hair became the vegetable world. The fleas of his body became the human race.

Another Chinese myth tells us that Nüwa, the goddess with the head of a serpent and the body of a human, created mankind by molding clay. She began to mold humans with her hands, but she soon grew tired and she decided to use a branch to continue the job. The humans made by her hand became the rich and those made by the stick became the poor. However, Nüwa is known for other achievements. Along the Changjiang (Yangtze River) valley the Miao and other tribes onced lived. Among the leaders of these tribes, Fuxi, Nüwa's brother, and Nüwa were the best known leaders. Fuxi was said to be the first man who used ropes to make nets for hunting and fishing. In the days of Nüwa, the four pillars supporting heaven collapsed and the earth cracked. So flames spread wildly, torrential waters flooding all the land, while fierce birds and beasts preyed on men. Nüwa smelted rocks to make five-colored stones with which she patched up heaven. To replace the broken pillars she cut off four legs of a huge turtle and used them prop up the fallen sky. With water and land restored to order and the fierce animals killed, the people could once again live in peace and happiness. Nüwa in return was regarded as a goddess of great achievements.

Yu was conceived by some mysterious force. According to one legend, Yu's mother was called Xiuji, and bore her son after swallowing the Yipi plant (Job's tears). According to another legend, Yu emerged into the world from the body of Gun (the engineer who had earlier tried to control the floods) who had been dead for three years, when his body, which had not decayed, was cut open. Yu was entrused by Shun (a greatly praised ruler who ruled his tribe for fifty years, laboring for his people until the skin on his back turned black by the sun) with the task of conquering the floods in cooperation with the local tribes. Having learned of previous failures to control the flooding, Yu studied the characteristics of flowing water, the direction of its flow and the topography, and adopted the method of dredging the waterways. Canals were dug to directly flood water into proper water courses. Furthermore, he led people in digging irrigation canals which were beneficial to farm production. Thanks to all these efforts, people could settle down peacefully on the plains without constant threat of floods.

Yu was so devoted to his work that he did not visit his home for thirteen years, although he traveled nearby three times. He worked tirelessly, regardless of wind and rain, until his hands and feet were severely calloused. In order to open some water courses, he summoned a divine wind dragon. Once, while cutting through a mountain, he even turned himself into a bear so as to complete the task beyond man's ability. His celebrated contributions won him respect of the people who honored him as "Yu the Great" and god of the soil. Stories of Yu's exploits in water conservation spread far and wide beyond the boundaries of individual tribes.

CASE STUDY #2
USING ART TO INTERPRET HISTORY

Knowledge objectives:

To know that historians interpret civilizations by means of other written information;

To know that art and other visual artifacts, produced by the artists of the civilization, can tell a partial story of a peoples' lifestyle, standard of living and values within the civilization;

To know that a government's use of art and artifacts indicates the common values its wishes to reinforce among its citizens.

Skill objectives:

Given the introductory question "Assume that you are historians who have an interest in an ancient civilization however, you cannot find any written information on that civilization. How can you find information about people's lifestyles and their values?", students will be able to formulate several observations and generalizations by following an inquiry format.

Given the photographs of Chinese art (all are painted in the 20th century but represent different periods of Chinese history and mythology), students will be able to observe, identify and interpret how modern Chinese citizens might interpret Chinese history and the lifestyles of their ancestors.

Given the discussions and work required for this assignment, students should be able to identify: matriarchal and patriarchal societies, mass movements, and socialist realism.

Materials:

Handout #1: Yu the Great controling the flooding on the Huanghe River (Museum of History, Beijing); Mao Zedung (Hangzhou Silk Factory); slave rebellion (Museum of History, Beijing).

Handout #2: Confucius (Kongfuzi) (Museum of Histor, Beijing); Zhou Enlai (Zhou Enlai -- A Profile by Percy and Lucy Fang. pg. 3).

Handout #3: matriarchal society in neolithic China near Xi'an (Neolithic village near Xi'an); mother and child (Xi'an); matriarchal society (Neolithic village near Xi'an); Japanese advertisement with a young girl (video archade in Tokyo).

Procedure

You initiate the subject with a question: "Assume that you are historians who have an interest in an ancient civilization, however, you cannot find any written information on that civilization. How can you find information that will tell you about the civilization and what kind of information may give you some clues on that civilization?"

Students are asked to respond by asking their own questions. Either have someone write the questions on the board or have students write the questions themselves.

(Following this section, reinforce with the students, that the works of art presented may not answer all of their questions).

Students should be directed toward the idea that art and artifacts may be used.

It is hoped that students will respond with questions similar to the following:

1. What type of government would we expect to find in this civilization?
2. What is the degree of economic development found in this civilization?
3. What are the religious ideals and practices of this culture?
4. Does the country encompass a defined territory?
5. What are the geographical features of this civilization and how does geography determine the civilization's priorities?
6. Is this civilization oriented toward rural or urban living?
7. To what degree has education, technology and science advanced?
8. Do men and women have well defined roles in this civilization?
9. Has the role of the military and of warfare been a overwhelming feature in this civilization?

Tell the students that while they were researching for information they accidentally discovered a group of pictures representing different periods. You may begin to present the handouts. (You may choose to use the examples as photos that may be passed around or in slide form so all students may view together). Handout #1 deals with the concept of mass

Students may wish to closely examine the political aspects of the civilization. They will view how labor is organize and utilized, the tools used, leadership (quality and power) and the system of transportation. If students have a knowledge of technology, they may even attempt date te pictures (which one is oldest and the most recent).

movements. Tell them that at first glance these photos seem authentic (that is created during the period of history in which the individuals and events occurred) and that they may help students understand the civilization at various times.

Use the questions that students have developed in order to analyze the pictures. Example #1 is Yu the Great; Example #2 is Mao Zedung; Example #3 is a slave rebellion. (Two photos show leaders facilitating the masses toward a particular goal and the third does not show a leader but the goal may have a similar theme to the previous two photos).

Introduce idea of mass movements.

Introduce Handouts #2 and #3 in a similar fashion as Handout #1. Handout #2 deals with leadership qualities. The presentations of Confucius and Zhou Enlai may show more attitude (their demenor as presented in the art) which may indicate how people of their period viewed their leadership qualities.

In Handout #2, students may observe the fingernails and dress of Confucius compared to the dress and posture of Zhou Enlai.

Handout #3 concentrates on the role of women in Chinese society. Examples #1 and #3 are from the matriarchal society in neolitic China, whereas, Example #1 is from modern China. Example #4 is not Chinese, but Japanese.

Students can compare what they think would be the role of women in the various pictures. Which society permitted women an equal role?

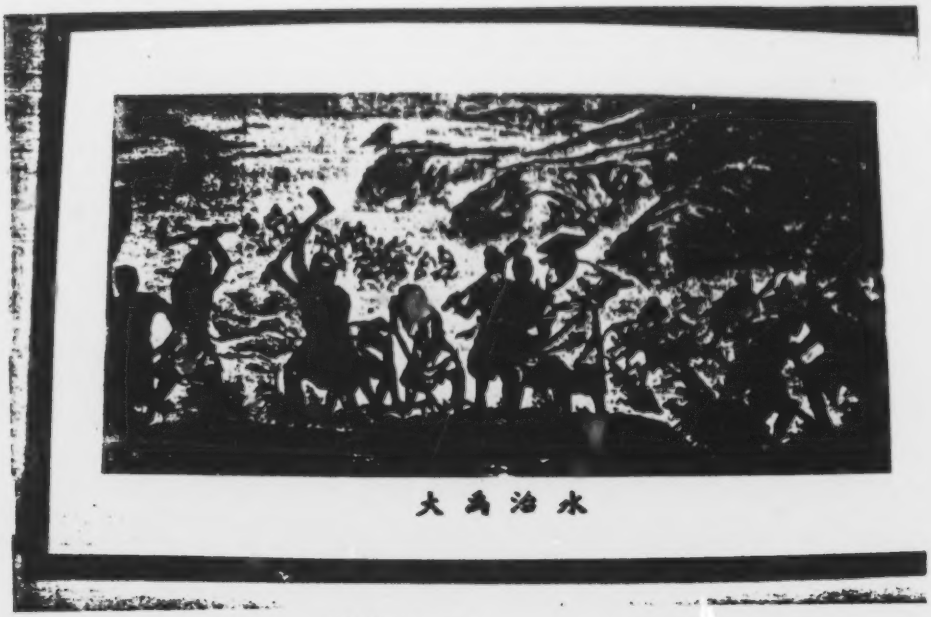
Analysis Question: "After viewing these artifacts, can you make some generalizations regarding ancient China and modern China, such as family, government, religion, etc?"

Introduce: Matriarchal society and patriarchal society.

Following the question tell the students that you have just received information that the art representing ancient China is not authentic. Rather they are pictures of both ancient and modern China by modern artists. (or use discussion) have students verify which picture is not

Chinese. Why? Then redirect discussion, or ask a second set of questions regarding how modern China views itself and its history.

Introduce idea of socialist realism.



EXAMPLE #1

EXAMPLE #2

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EXAMPLE #3

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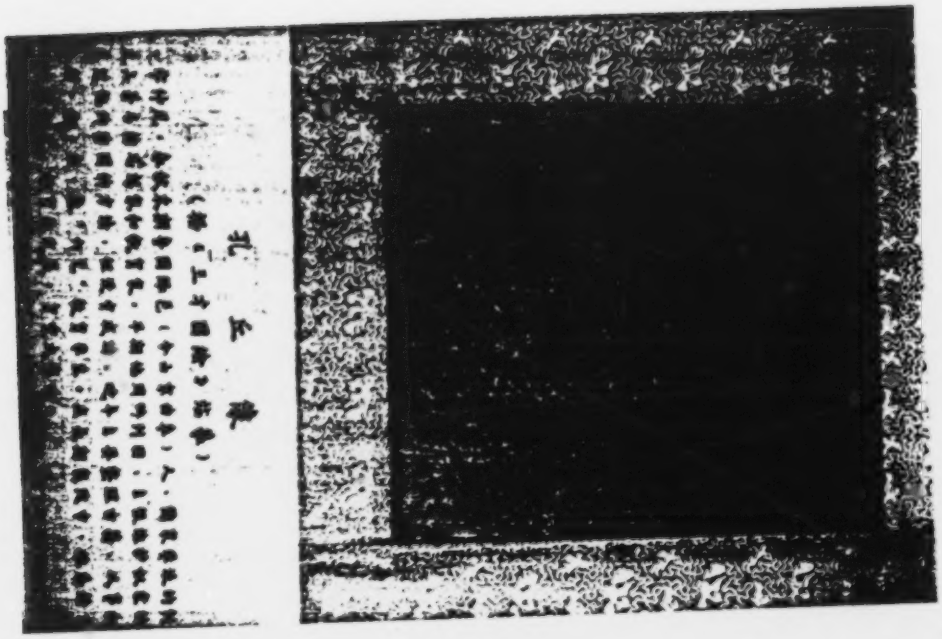

EXAMPLE #4

EXAMPLE #5

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EXAMPLE #6

EXAMPLE #7

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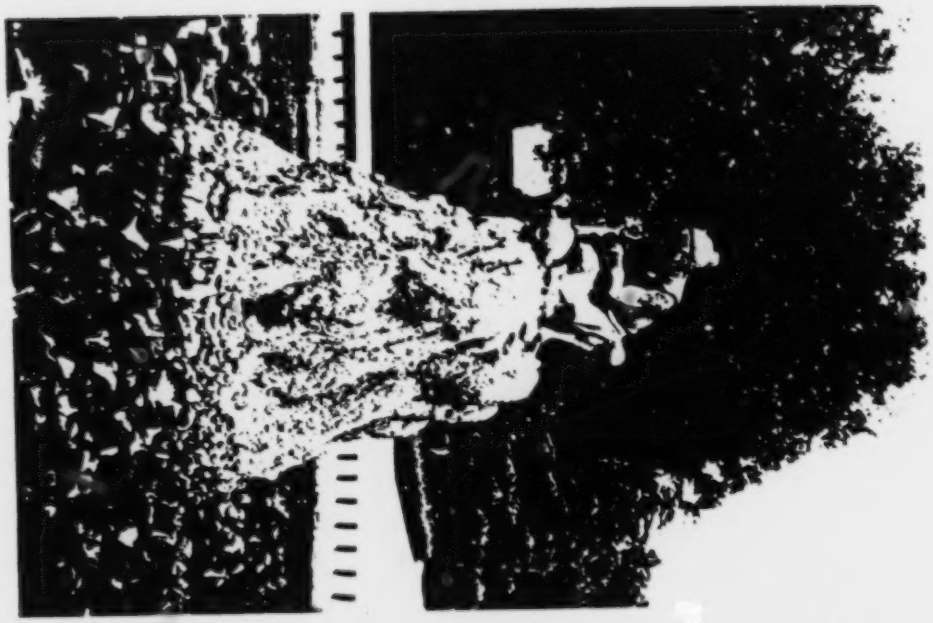
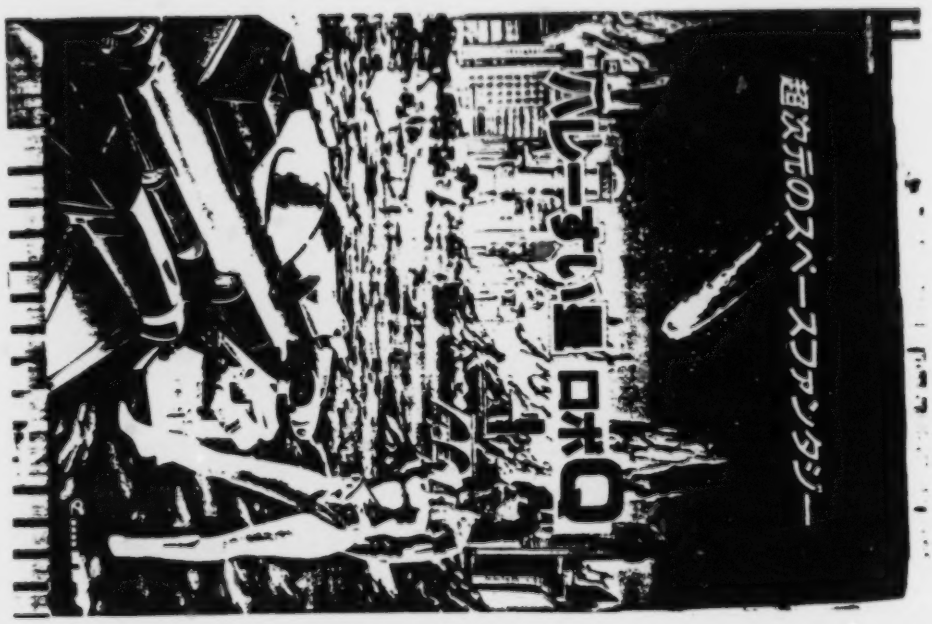


EXAMPLE #8



EXAMPLE #9

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CASE STUDY #3
HOW HISTORIANS DISTINGUISH BETWEEN HISTORICAL FACT AND BIASES

Knowledge objective:

To know that a historian will incorporate his biases of good - evil, right - wrong into his interpretation of a historical event.

To know that a historian's interpretation of an event is based on concerns for patriotism and his audiences' national background.

To know that before it is possible to make generalizations, one must first recognize the author's biases and may be similar to the biases of his government.

To know that one must investigate more than one interpretation of the same event in order to discern what may be a fact from a value judgment.

To know that nations will use (or misuse) history in order to promote itself as a heroic force and to prove the legitimacy of its government.

Skill objectives:

Given two differing accounts of one historical event, students will be able to recognize how both governments rationalized their contributions, successes and failures during World War II.

Given one account of the Chinese Communist Party's participation during World War II, students will be able to summarize the author's thesis regarding the success of the CPS in China as in the worldwide effort against Japan and Germany.

Given the various accounts of victory and defeat, students will discern the different terminology identifying heroism, leadership, mass mobilization and morality of the victors and the defeated.

Materials:

Handout #1: Schmidt, S. et. al., "The Triumph of Socialism in the USSR", A Short History of the USSR, "Moscow: Publishers, 1984, pp. 232-235.

Handout #2: Baur, H., Mit Mächtigen zwischen Himmel und Erde, Oldendorf, West Germany: Verlag K.W. Schütz KG, pp. 229-234.

Handout #3: An Zhiguo, "Remembrance of Battles Past", Beijing Review, No 35, September 2, 1985.

Handout #4: Worksheet.

Procedure

"Today we will investigate how a historian must try to discern between historical fact and value judgment. We will investigate three secondary sources, written by a Soviet, German and Chinese author. Each author discusses how his nation won (or in the case of Germany) lost World War II. Our job will be to try to sort out the authors' biases from the historical facts and how his biases may reflect the biases of his government."

Ask students to read the two articles regarding the Soviet and German perspectives on the German Blitzkrieg. Once they finished reading, have your students answer the following questions. You may wish to cover the questions with your students so that they may learn to recognize the author's biases as a group. Students should first identify the words that reinforce value judgments. How do the Soviets portray their victory. How does the author define heroism? Did the Soviets win by the efforts of great generals, individuals, or mass mobilization? What factors did the Germans contribute to their loss? Does the German author attribute the same facts toward the German loss as the Soviets attributed toward their victory?

Students should summarize the authors' arguments separately, first reading the Soviet perspective followed by the German perspective. Students should answer the questions in the order written down. The first set of questions for the Soviet author begins with recall questions and finishes with a synthesis question. The German author's article is also followed by three recall and a synthesis question. Students are then asked to analyze the two articles with the final analysis questions.

Students may underline or write down the particular key words that indicate a bias, such as "anti-fascist", "resistance", "imperialist aggressors", "imperialist bourgeoisie", "Great Patriotic War", "mobilization", "war of liberation".

Distribute Handout #3 "Remembrance of Battles Past" with Handout #4 as worksheet.

Ask students to read the article and then have them summarize the article by answering the questions following the article. You may wish to have your students work on their own or within groups. However, following the review of Articles #1 and #2, students should be able to discern the author's facts as opposed to his value judgments. Have the students identify the key words that infer a value judgment. Have the students then compare the CPC with the Soviets and the Soviet view of the Germans.

Review worksheet with the students. You may choose to permit the students to either answer the questions in a directed discussion or write the answers.

Students should recognize how the author identifies heroic behavior, good - evil of the Japanese and the role of the CPC.

HANDOUT #1
THE SOVIET PERSPECTIVE

The German imperialists had long harbored the idea of world domination. That desire became particularly apparent following the ascent of the Nazi party led by Hitler in 1933 in Germany, where a regime of overt dictatorhip and terror was established in accordance with the will of the most reactionary and aggressive circles of the imperialist bourgeoisie. Using its military and industrial power revived with the help of foreign capital in the 1920s and 1930s, chiefly US and British monopolies, Nazi Germany had seized almost all of Europe by the moment when it attacked the USSR and put all the economic and manpower resources of the occupied countries at the service of its aggressive aims.

The Soviet Union stood in the way of Germany's drive for world domination. Hitler openly declared that in order to create their "Great German Empire", the Nazis first had to oust or annihilate the Slav peoples - the Russians, Poles, Czechs, Slovaks, Bulgarians, Ukranians and Beyelorussians.

In July 1940, Hitler ordered the commander in chief of the German land forces to draw up a plan of war against the USSR and, on Decsember 18 of the same year, approved the plan which was code-named "Case Barbarossa". It provided for a sudden, overwhelming attack against the Soviet Union, the surrounding annihilation of the Soviet troops at the western frontiers, rapid movement of German armies into the depth of the USSR, and capture of the major economic and political centers - Moscow, Leningrad, Kiev and so forth. It was intended to end the war in 6 to 8 weeks. It was a blitzkrieg plan.

Having deployed 190 divisions, more than 3,500 tanks, 5, 000 combat planes, 50,000 artillery guns and mortars on the Soviet frontier, the Nazi armies poured across the Soviet frontier on a wide front from the Barents Sea to the Black Sea at dawn on June 22 1941, in violation of the non-aggression treaty concluded in 1939 between the USSR and Germany.

However, Hitler and his advisers had miscalculated. By starting the war against the USSR, they had signed their own death sentences. In the very first front battles, the Soviet soldiers inscribed brilliant pages of heroism into the history of what came to be known as the Great Patriotic War. They engaged the experienced and brutal enemy in a deadly struggle on land, in the air and at sea.

The frontier guards were the first to be attacked. The garrison of the frontier fortress of Brest performed an immortal feat of arms. It defended the fortress, surrounded by the enemy, for more than a month. A handful of brave men inflicted heavy losses on two enemy divisions. "I will die, but not surrender. Farewell to my country. July 20, 1941" was the inscription by an unknown hero, one of the last defenders of the Brest fortress.

On June 26, 1941, an heroic feat was made by the daring pilot Nikolai Gastello and other three members of the crew. When Gastello's plane was returning from a bombing mission in a German rear area, an enemy shell hit it, setting it on fire. The crew could have parachuted and saved their lives, becoming prisoners of war. However, the Soviet pilots did not do that: they aimed the flaming plane at a group of enemy vehicles fuel tanks, and paners. The Nazis paid a high price for the death of the heroic crew.

However, despite the heroism of the Soviet servicemen, the first battles were unsuccessful for the Soviet Armed Forces. The Soviet troops suffered heavy losses in manpower and material and were forced to retreat with intense fighting. The enemy hordes drove into the depth of Soviet territory. The Nazi invaders committed monstrous crimes the areas they had temporarily occupied. They annihilated civilians, including women, children, and old people. An endless stream of trains transported Soviet boys and girls to slavery in Nazi Germany. The occupation troops plundered the wealth created by the labor of the Soviet people and sent it to Germany. A deadly threat hung over the world's first socialist country.

The principle reason was that the war started under circumstances favorable to Germany. By the time when Nazi Germany attacked the Soviet Union, the former had been waging war in Europe for two years; its armed forces had been fully mobilized and had gained expierence of large-scale military operations. Germany's economy had long been geared to military production. Nearly all of Europe's resources were at Germany's disposal. Another of Germany's advantages was that it had satelite allies, such as Italy, Romania, Hungary and Finland, which fought together with it against the Soviet Union. The Red Army was forced to fight alone against the forces of the fascist bloc in the west, and keep large forces in the Soviet Far East and Transcaucasia, fearing a possible attack by Japan and Turkey.

The Soviet Union entered the war without its armed forces having been mobilized: the mobilization had to be carried out in the course of the war. The Red Army lacked the experience in conducting large-scale operations and had to gain that experience in cource of the war. The Soviet Union had only started mass production of new first-rate tanks, planes, artillery guns, mortars and submachine guns, designed by Soviet scientists and engineers. The country's economy was being put on a military footing in the course of the war. A mistake had also been made in estimating the time of possible German attack against the USSR. The surprise attack also gave Germany serious military advantages.

----from: A Short History of the USSR Moscow, USSR: Progress Publishers, 1984.

HANDOUT #2
ONE GERMAN'S PERSPECTIVE

Autumn had arrived. Our troops had penetrated deeper and deeper into Russia. Repeatedly they succeeded in breaking down the resistance. Of course, there were small signs that things were not going as easily as before, and that the vast expanses diluted our strength. The successes, however, remained uppermost and the giddiness continued. Our tank troops stood at the outskirts of Moscow. In gigantic columns, multitudes of new prisoners were drained away from the Russian front. Hitler was firmly convined that we hat already won the war in Russia, and that the surrender and restructuring of the government was all just a matter of time.

Then, after a very wet autumn, the winter of 1941-41 set in, a winter such as is seen even in Russia, only once in a century. An atrocious cold wave seized and crippled all life along the front that lay in a great arc across the wide open spaces of Russia. The soldiers suffered horribly, but even the machinery was not able to withstand such cold. The oil froze and batteries could not produce a spark. Tanks, trucks, and heavy machinery stopped moving. Artillery and machine guns became unusable because the recoil mechanisms froze in temperatures below minus forty degrees. Oil turned to ice and stiff fat, and the bolts refused to move.

The bitterest failure was that the food and medical supplies could no longer dependably reach the front. I can still remember that Secretary of State Ganzenmüller daily read aloud the list of the trains that had gotten through. It was estimated that approximately sixty-five trains a day had to reach the front to assure adequate supplies for the troops.

Often we heard that only twenty-five, or even twenty, had arrived. At the head of other trains stood locomotives in which the pipes had burst or had completely frozen up. They tried everything, but the grim plight of the fighting units remained. Soldiers were facing temperatures of fifty degrees and below in ice shelters, wearing the same clothing they had worn during the summer. In Germany, clothing was donated, but it was too late. Along some segments of the front, the clothes did not arrive until Easter. The Commander of the Army, Colonel General Bauchitsch, was declared responsible, and demoted.

Even with such cold, we undertook flights into the Russian interior. In our plane depot, we had Heinkel planes, model HE 111. They were built to carry six passengers at a speed of 360 km/hr, rather fast for planes of that era. However, in the severe winter, they had a major disadvantage. They were very difficult to heat and lost much warmth through the upper and lower machine gun turrets.

On the flight to Mariopul on the Asovian Sea, Hitler, Major General Schmundt, his servant, and a doctor were aboard. After the takeoff from Rastenburg, we made a stopover in Kiev. From there a telephone call was made to alert the general, responsible for that part of the front, of our imminent arrival. Hitler spent forty-five minutes in the clearance building. When he came back, he explained, "Baur, it's bitter cold in your plane. My feet are turning into icicles!" Hitler was not dressed adequately for the cold. I offered to get a pair of pilot's boots for him. He declined because "he was not privileged to wear them!" In Mariopol, Hitler was received by General Field Marshal Leeb and by General Sepp Dietrich, the commander of Hitler's SS bodyguard. In their company, he toured Taganrog, where the problems were extremely severe.

I remained with the crew in Mariopol where several fighter squadons were based. Here, I procured some fur boots for Hitler. The quartermaster of the base demanded a receipt signed by Hitler, and he complied with the request. Field Marshal Leeb wanted to object, but Hitler recognized the situation and the significance of his signature. I returned to Mariopol often where the the receipt hung in the officer's mess under glass in a place of honor.

---from: Mit Mächtigen Zwischen Himmel und Erde by Hans Bauer

Remembrance of Battles Past

by AN ZHIGUO
Political Editor

For weeks the Chinese people have been marking the 40th anniversary of their victory in the anti-fascist war, which in China is known as the War of Resistance. Commemorative rallies and exhibitions, tributes to the war dead and martyred, forums, documentary films, reminiscences published in newspapers and magazines, and, above all, *Four Generations Under One Roof*, a touching TV series adapted from a trilogy by the famous author Lao She — all have tried to bring back to life the difficult and heroic years of the 1930s and 40s.

The Chinese nation faced its severest test of the century when the Japanese attacked in 1937. The country had already suffered many humiliating defeats at the hands of imperialist aggressors; Taiwan and northeast China were all under Japanese occupation. But now the country's very existence was in peril. To stand up and fight or to kowtow and become slaves — that was the choice given each and every Chinese.

The invaders were better-organized and better-equipped. But if they thought they could overpower their opponent by sheer brute force, they were badly mistaken. Atrocities like the Nanjing Massacre (see p. 15) merely provoked added hatred and strengthened the resolve of the Chinese people to fight back. The whole nation rose in resistance — in occupied areas, in Kuomintang (KMT)-controlled regions, and in the resistance bases led by the Chinese Communist Party (CPC).

There were fierce battles at the front and hundreds of daily skirmishes, ambushes and surprise attacks behind enemy lines. As the war dragged on, the initial Japanese advances along the coast bogged down. China eroded the strength of the invading forces and immobilized them, leaving the Japanese to defend islands of occupation lost in a vast sea of resistance. It was this unique combination of set-piece battles and guerrilla operations which Mao Zedong aptly named People's War.

The lessons of the Second World War must not be lightly forgotten. To understand and appreciate them, the facts must be made known and the falsifiers of history rebutted.

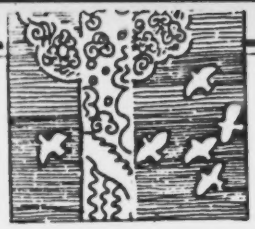
The Chinese resistance was part and parcel of the worldwide effort to defeat fascism. From the very beginning, the Chinese people had the sympathy and support of progressive forces the world over. These came as moral condemnation of Japanese war crimes, or as financial donations, supplies and volunteers. As the flames of war spread through Asia and the Pacific, the United States and Britain entered the fight and China became an important theatre of the Allied war against Japan. Just as the Resistance War was helped by the Allies' successes in other Pacific battles, and finally by Soviet advances into northeast China, Chinese counterattacks also reinforced other war theatres and contributed to the eventual defeat of Japanese militarism.

The Chinese people paid a heavy price for that final victory. China's War of Resistance Against Japan lasted eight whole years, longer than that of Europe, the Soviet Union or the United States. In both human and material terms, China suffered some of the severest losses in the world. Even by incomplete statistics, 21 million people were wounded or lost their lives. There was hardly a family which was not directly or indirectly affected. It was this bitter and unforgettable experience which propelled the Chinese people to fight on towards liberation.

The anti-fascist war taught the world many lessons, some of which are relevant even today. First, it shows that nations fighting for their independence have a spiritual power far beyond their military strength; that China, weak and backward as it was, could not be conquered or bullied.

It also pinpoints the need to meet aggression head-on, the earlier the better. Neither the Marco Polo Bridge Incident in 1937 nor Pearl Harbour in 1941 would have occurred if the Japanese militarists had been stopped in northeast China in 1931. Appeasement, the sacrifice of weaker nations for the sake of temporary security, merely whets the appetite of aggressors.

It further proves the viability of a united front against a common foe. Despite their deep-seated differences, the CPC and the KMT were able to co-operate, however



shakily at times, to bring the war to a successful end. This is significant today. In China's present march towards modernization, renewed co-operation between the two parties is both necessary and possible in the supreme interest of the nation.

Finally, the Second World War underlines the truth that nations which wage aggressive wars will suffer the consequences of their actions.

These and other lessons cannot, and should not, be lightly forgotten. But to understand and appreciate them, the old still need to be reminded of the realities of those nightmarish years. The young, for their part, need to know the facts of the past. Unfortunately, however, there are still forces that want to distort the true developments of the Resistance War and engineer a cover-up or whitewash of the war crimes. As the world still suffers from so much war-making ambition and injustice, as the superpowers' rivalry and their intensified arms race are dragging the world, willy-nilly, down the dangerous path of future holocaust, to mobilize more people to fight for peace, it is vitally important that these falsifiers of history not be allowed to succeed.

Employment in China

As a writer and educator, I find *Beijing Review* a valuable source of information and ideas, particularly for my current series of books on development studies.

I was excited by a small item in your "News in Brief" section in Vol. 28, No. 23, which reported that a third of China's total labour force, or 45 million people, had found jobs since 1979. Although I have been following economic development in China, there is a lot more that I would like to know. I would be very grateful if you could write a special article on "Job Creation in China." Unemployment is a huge problem in southern Africa and many other parts of the world. So it is urgent for us to learn more about reorganizing the economy in order to prevent unemployment.

Kathy Bond-Stewart
Harare, Zimbabwe

Impoliteness Deserves Criticism

Your article entitled "Cargo Handlers Rough Up Fridges" is well written for it plays up the role of the news media in criticizing and correcting unhealthy social tendencies and rough behaviour.

The article reminds me of one unhappy thing that happened in the winter of 1983 when I visited Beijing. My friends invited me to eat roast mutton in a famous restaurant. To my surprise, we were scolded by an assistant there because we had not made a reservation.

Perhaps they don't have the idea of competition at all. If this had happened in Japan, it would have been astonishing. The restaurant would go bankrupt because no customers would eat there.

Shojiro Miyashima
Kumamoto, Japan

More News on Literature

While appreciating the new layout and contents of your journal, I am deeply grieved by your neglect of news on literary developments and Chinese writers both past and present. Though I do not protest when "sports" usurps the art and cultural sections, I think more coverage should be given to the proceedings of writers' meetings. I would like to see more details of China's annual short story contests and other awards, past data on writers, and reprints of speeches by veterans like Ba Jin, Ding Ling and also by younger writers.

K. Ganesh
Talatuoya, Sri Lanka

Development of Hotels

I agree with the idea expressed in your article in issue No. 30, 1985, that it is better to allocate funds to building more medium-grade hotels than luxury ones.

I visited your country in 1977. At that time, your principle was to build luxury hotels. This means you would close your door to those who, while they are not poor, still can't bear all the expense of luxury travel in China (please refer to p. 9 — *Ed.*).

Jacques Dubois
Bruxelles, Belgium

HANDOUT #4
WORKSHEET

Questions: "The Soviet Perspective"

1. According to the author, what is the name of his nation's war? Does he mention any other of the nation's allies?

2. According to the author, what role does his nation play against the enemy?

3. What did Nikolai Gastello do during the war? What are the characteristics of a hero, according to the author?

4. What are the factors the author attrubutes to the enemy's early victories?

5. What factors contributed to the defeat of Germany, according to the author? Did the Soviets win by great generals, individuals, mobilization, morality?

"One German's Perspective"

1. According to the author, how successful was Germany's offense at the beginning of the war? To whom does he attribute German's early successes?

2. What factors halted the German advance into the Soviet Union? Does the author blame any leader, general or soldier for Germany's misfortunes?

3. Does the author include an episode of heroism in his story? Explain.

4. Does the author believe that Germany should have won the war? Explain.

5. Compare how the Soviets and the Germans view heroism during the war. What sacrifices were made by the heroes? What did the authors intend to reinforce by using heroism in their stories?

6. Identify the key words which indicate the authors' bias.

7. Compare and contrast the Soviet and German reasons for why the Germans finally lost the war on the Russian front.

"Remembrance of Battles Past"

1. What are the two names for World War II mentioned in the article?

2. Explain how the author believes that Japanese military supremacy would not lead to a Japanese victory in China. What allies are mentioned by the author?

3. How does the author characterize the Japanese? How is heroism depicted in the article?

4. What is the importance of history to development of Modern China, according to the author?

5. Compare the Chinese and Soviet authors' perspectives toward the war and their victory. What is the nature of the enemy? What roles do their nations play in the overall war against fascism, according to the authors?

CLOSURE ACTIVITY
INTERPRETING HISTORY

Knowledge Objective:

To know that a nation's history can be interpreted in various ways to reinforce a nation's values.

To know that certain values, portrayed in historical works, also appear in popular works. (heroism, good v. evil, and good v. bad leadership should be recognized by the students)

Skill Objective:

Given the two types of comics, students should be able to apply what they have learned about China and how history can be interpreted to this lesson.

Given that the written text is not provided with the pictures, students should attempt to create a general script for the comic strips, applying what generalizations they have learned about Chinese history and culture. (In other words, they must attempt to use the Chinese perspective when making up a script to the comics).

Other follow-up activities may include:

1. Students writing editorials from two differing sides of an issue.
2. Students creating an editorial or political cartoon.
3. Students creating their own posters that would promote certain biases and values held by another culture.
4. Students may try to advertise for a fictious product.

Materials:

Handout #1 (3 pages) from a comic book depicting an historic event. The text has been omitted and the number of panels have been abridged so students may glance over the cartoon within a reasonable amount of time.

Handout #2 (3 pages) is from a recent story of heroism in modern China. As in the first set, story #2 has been abridged and the text has been deleted.

PROCEDURE

Tell the students to choose from one of the two handouts. "These stories are from comic books, that both Chinese children and adults tend to read, taken from historic events in Chinese history. The first story is from the Tang Dynasty and the second is a modern tale of heroism in the PRC. I have deleted the dialogue and the actual comic books are much longer than your copies."

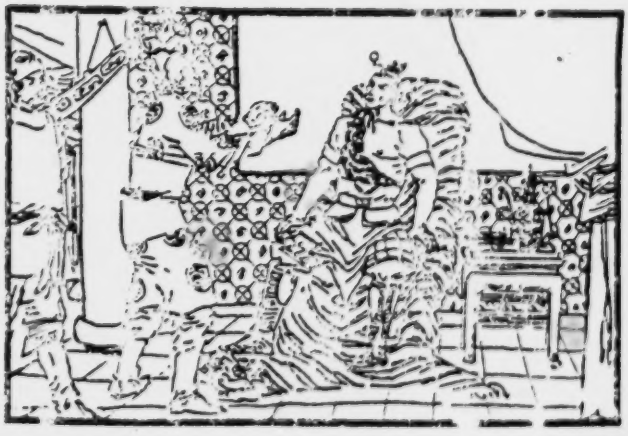
You may either prepare a handout or relay your instructions verbally to the students.

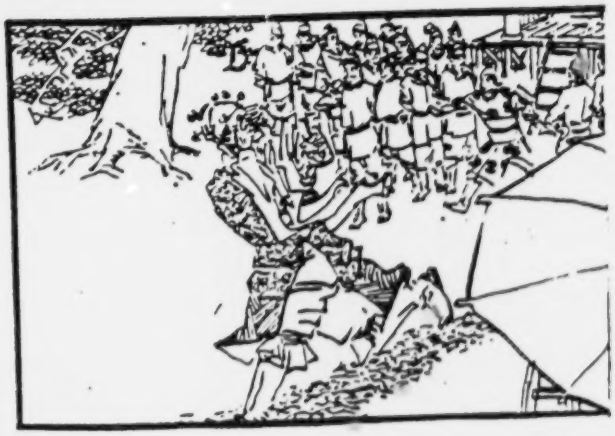
"In this assignment you must first look at the pictures of one of the two stories and then begin to formulate a story from what you see in the comic book. When you are writing the script, take the Chinese (not your own biases) perspective. That is to say, include what you have learned about China into your story. Do you see the differences between the types of leaders (good or bad), peasants, role of women, individualism or group efforts, and ones place in society."

"Following completion of the script, go ahead and summarize what you have written in terms of what the story may mean to the Chinese. In other words, what points or values are you attempting to reinforce to your reader?"

This is a confusing assignment if the students are not directed point by point. They will tend to ask numerous questions regarding how they should approach writing the script. In this way, the comic assignment can only be successful if the teacher had adequately prepared the students with lectures, filmstrips and other assignments regarding China. But, it can be successful and fun if the students are willing to think through it. Have your students refer to Chinese mythical tales as well as actual historical events which you may have introduced in class.

You may opt to have your students to write directly on the comic strip or write on another sheet of paper. The story in handout #1 has an unresolved ending and you may encourage your students to finish the story. This assignment will take from two to three days to complete.





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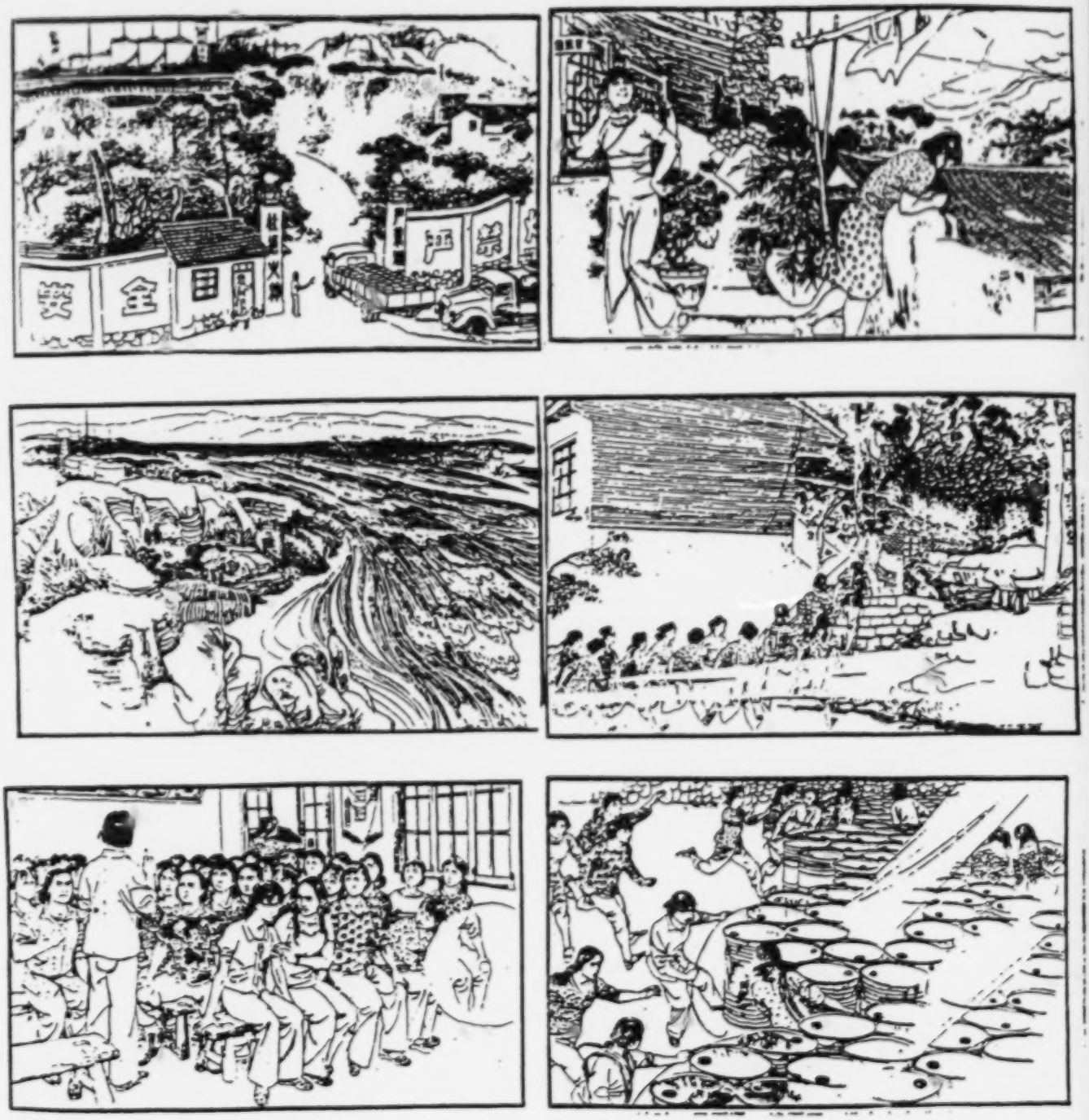

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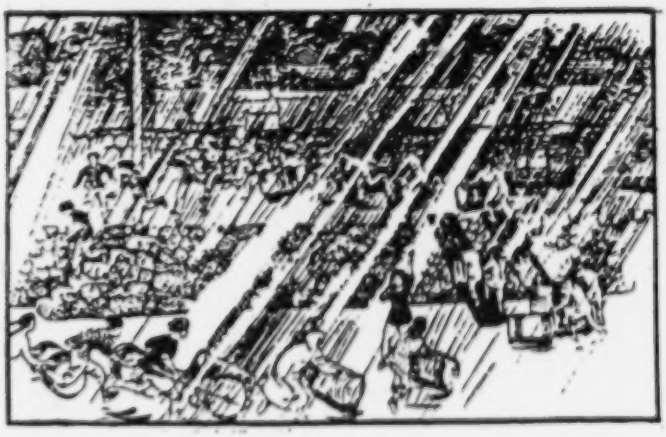

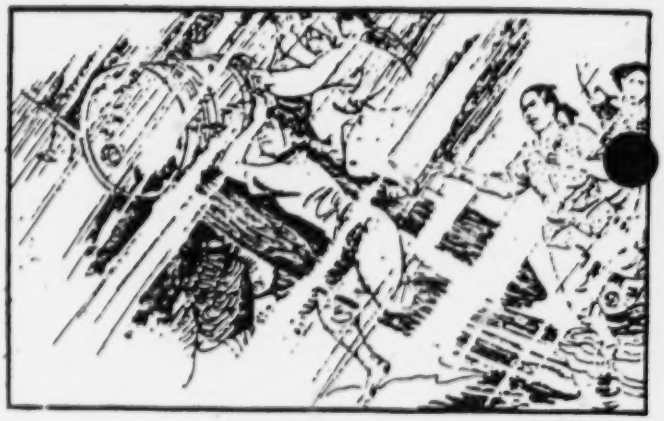

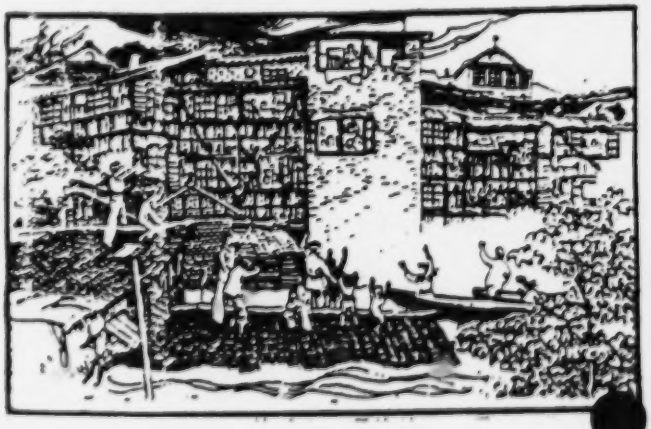

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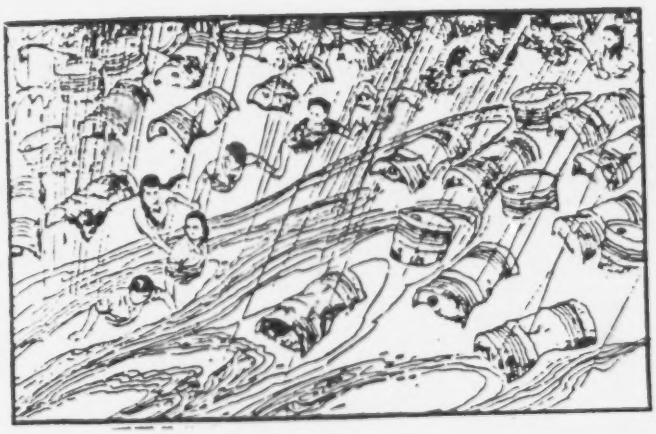

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CHINA:

EDUCATING OVER 1,000,000,000 PEOPLE

UNIT PLAN AND VIDEO SCRIPT

PREPARED BY:

Floyd Marks and Lenore Schneider

For the 1986 China Summer Fulbright Program

Copies of the Video Tape may be obtained by contacting:

Floyd Marks
Appleton East High School
2121 Emmers Lane
Appleton, Wisconsin 54915

A fee for the cost of the tape, copying, and postage will be charged.

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UNIT PLAN

"Educating Over 1,000,000,000 People"

I. Rationale : China has an immense problem it must somehow come to grips with. For China, with a population in excess of one billion people, to implement a mass educational program successfully can be very complicated. This unit is designed for grade levels 10 through 12 Global Studies or Asian Studies courses to show students the tremendous task it is to educate the masses in a country such as China, and to show how the Chinese are incorporating a more global perspective into their curriculum.

II. Objectives :

A. Students will have a better understanding of the Chinese educational system and China's most recent reforms.

B. Students will be able to describe how China's educational system exemplifies curriculum changes moving to a more global perspective.

III. Teaching Strategies :

A. Students will be allowed to create images of China's education (schools) as they perceive it. Students will be allowed to identify their own and others' misconceptions and be able to correct them.

B. This unit is designed for a minimum of three class periods but can be extended to facilitate any available time slot the teacher wishes to fill by utilizing the suggested activities. The suggested activites are only intended to be functional when the proper resources and class make up dictate their use. Teachers should evaluate the best use of these activities and feel free to create appropriate activities of their own.

IV. Daily Procedure :

Day 1 - Inform students that in the next few days they will be looking at the educational institutions of China. Ask students to name what comes to their minds when they hear the word education. Remind students that education is the same as school. To help motivate students it is suggested that the teacher write school on the board (center) and circle it. When students give their response, write down the responses by clustering them off from this circle. When students have exhausted their ideas, either erase this or if room permits, draw another circle in the center of the board and write "China's schools". Ask students to indicate what words or phrases come to mind from this. Again draw lines off the main circle with their responses. When students have exhausted their descriptions, ask each to write a statement which they believe to be true about the

schools of China in their notebooks. Circulate to help those students having difficulty. If time permits you might try to combine the student ideas into one statement or consensus on the board for all to see. Tell students that tomorrow they will be watching a video tape on China's educational system and during the tape they should be comparing what they have hypothesized (guessed) about China's educational system with the way it actually is.

Day 2 - Show the video tape "Educating Over 1,000,000,000 People". Approximate time of the video is 35 minutes.

Day 3 - Ask the students to compare the actual educational aspects of China as presented in the tape with the guess that they had made prior to the tape. (Discussion led by teacher) When the teacher feels the discussion has been completed, have each student write a short essay identifying the misconceptions they had or the class had concerning education in China. When the students finish have them exchange their paper with another member of the class to compare and evaluate. The teacher should circulate and find one or two good examples that could be read to the whole class if time permits.

V. Suggested Activities :

A. Role Play - Choose two students from the class and tell one of them that he is a Chinese student in a primary school in China and the other is an American in a primary school in the U.S.. With the teacher acting as the facilitator, have the two students carry on a dialoque concerning their experiences. The same activity could be repeated for the middle school and college student.

B. Hand out - Tell students they are now going to be taking a test which will determine whether or not they will be allowed to continue in school or be assigned to a job. Distribute a copy of the Chinese test for advancement to each student. Allow the students to read through the test. Ask the students to comment on the test and their feelings at the time they received it. Allow students time to voice their opinions, then have them write an essay on how they might feel if they were a Chinese student having to take this test. (See pages 12 through 37)

C. Hand out - Have students read through the outline of the "Reform of China's Educational Structure" by the Central Committee of the Communist Party of China, 1985. Ask students to analyze how successful this program can be in light of what they know about China. This activity may best be organized in small group work, with each group reporting their conclusions.(See pages 10 and 11)

D. Role Play - Divide the class into two groups. Explain to one group that they are to play the role of a student in a rural area of China. They are to write down things you would tell someone about your school and your surroundings. The other group is to do the same except their school is in the city. Give the students time to write down notes, then pair the students (one city - one country) and let them tell each other about their schools. The teacher can circulate to find a good example for use in front of the class as a whole.

E. Debate - Have students prepare a debate on the question, Resolved: "It is more important to educate the masses than to educate the most able"

F. Role Play - Have students play the role of a student in China writing a letter to an American student of the same age. The Chinese student has visited the U.S. and knows what conditions are like in both China and the U.S..

G. Letter Exchange - Locate students from China who are interested in establishing American student pen pals and start a letter exchange.

H. Letter Writing - Have your interested students write to the State Commission on Education for updated materials on education in China.

VI. Suggested Readings :

Achievements of Education in China, 1949 - 1983 , Statistics compiled by the Department of Planning, Ministry of Education, People's Republic of China.

Reform of China's Educational Structure , Decision of the CPC Central Committee, Foreign Languages Press, Beijing, China, 1985.

EDUCATING OVER 1,000,000,000 PEOPLE

(Script for video)

Introduction: The following video has been made possible with the opportunity afforded this author by the Fulbright Programs Abroad. The information included was accumulated during the 1986 summer program in China and hopefully will benefit many people in their knowledge of the educational system of China. The objectives of this video are as follows:

Objectives:
1. To have a better understanding of the Chinese educational system and their most recent reforms.
2. To be able to describe how China's educational system exemplifies curriculum changes toward a more global perspective.

Slide sequence:

1. What do you see different about this map? (Pause) If you see that China is in the middle, you are correct. China has a history that goes back 7000 years with a written recorded history of over 4000 years. The Chinese look at themselves as being the "Middle Kingdom" with everyone else lesser. This fact should be kept in mind when looking at their educational system.

2. This program will portray the three levels of education in China in order; primary, middle (explain), and higher education.

3. In 1983, there were 862,165 primary schools in China.

4. There are 300 million people in China under the age of 15 years old.

5. (Population of US approximately 240 million) (6) In Beijing educators boasted of 85% of the students now completing nine years of formal education,

7. This is believed to be an exagerated figure. (8) The goal is to have compulsory education through 9 grades by 1990. (9) The National Education Commission of China is working to decentralize the responsibility for primary education but retain the role of quiding the curriculm. (10) Work units, (11) Community Committees, (12) villages, (13) and communes are expected to provide the schooling according to the states quidelines.(14)(pause)

15. Emphasis on art forms of dancing, music, and literature are very apparent in special schools. The Chinese have special schools called

Childrens Palaces which are many times old Capitalist foreign mansions taken over during the revolution of 1949. (16) Only the very talented are able to be accepted in these special schools. Also, the "cadres" or priveledged classes have a much better opportunity than the average citizen to attend these schools.

17. Calligraphy is an art form. There are over 50,000 characters in the Chinese language. (18) To graduate from an upper middle school students must master about 5000 of these characters.(Show examples of US and mens room)

19. One of the more talented children was this little girl about 5 or 6 years old playing the piano. (Play sample) Obviously very talented individuals are produced in these programs.

But in China there are tremendous contrasts depending on where you are. The rural area for example is considerably different from the cities of China.

20. Signs such as the one shown here were common throughout China before 1986. In fact every side street in Beijing had such a sign up to 1986. (Explain story about the sign and the New York Times writer who was arrested one week after we basically did the same thing.)

21. We discovered this little rural village. We also discovered this school when we saw this little boy come out the door, lower his pants and do his thing.

22. Thus we discovered the real problems of education in China. (23)Because 80% of China is rural any change in China must effect the rural population.

24. There is less control in rural areas, people retain more traditional ways, and children are relied upon for assistance with the farm work. (Even one child per family rule is shaky in rural areas.)

25. The middle schools have probably experienced the most changes over the last seven years since the Cultural Revolution. When a student finishes lower middle school they are required to take an exam. If the student does well on the exam he or she is chosen by a principal of a "key" school. Key schools are the best middle schools. Due to lack of finances these key schools are for the best only. The next in line are chosen to attend a general middle school. The rest are assigned to vocational training schools until all are filled. Those remaining are assigned to work units to begin their work careers. A great deal of pressure is put on Chinese students because of the exams.

In 1983 there were 3,090 key upper middle schools with an enrollment of 1,143,000, 96,500 general middle schools with an enrollment of 43.98 million and approximately 2,500 vocational schools with 1,220,000 students enrolled.

26. Chinese students are very aware of geography. Here a middle school student is pointing out where he lives. They are also very

familiar with the U.S. geography.

27. Most could speak English. Often would have young people come up and say hello just to practice their English. English is a reguired subject in schools of China.

28. One can not help but be impressed with the attentiveness and personal (29)motivation of Chinese students studying in the middle schools.

30. The classrooms are not much different than those in the US except they have far fewer supplies and materials to work with.

31. As shown here by the scarcity of books and materials.

32. The basic problems and life of the Chinese youth is very similar to American youth life and problems. Chinese youths when asked how much time they spent on homework replied about 3 to 4 hours daily after school hours. When asked what they looked forward to most many replied the weekend and parties with friends.

33. Recreational areas outside vocational schools were very limited. True in most schools of China.

34. Modernization attempts were evident in many schools as these computers attest to.

35. It should be noted that computers were only observed in special schools for the gifted not in average or general middle schools.

36. Vocational schools taught varied skills. (37)This is one area where great efforts are being made to expand and improve.

38. Sewing as seen here.

39. Cooking - Which Chinese take very seriously. This dates back to the Confucian traditional beliefs.

40. Arts were also noticiable among middle schoolers. Usually only in special schools, otherwise did not seem to be emphasised as much.

41. <u>Morning announcements non existant</u> I don't know how they existed without the distraction of announcements but they did not have a PA system interupting classes. All notices were written on a chalk board in the main hall or posted to be read by the students.

42. On University campuses hints of Maos' influence were still apparent. These statues of Mao stood on a Campus in Beijing and one in Shanghai. (43)They were at least two stories high.

In China in 1983 there were 805 full time higher education institutes
(65% of the population is under age 30 - 650 million)
The enrollment in colleges is 1,207,000-which is only 1/10 of 1% of the total population of China and only approximately 3% of the middle school graduates.

44. In general the exteriors of the campuses look very good. (45)The classrooms themselves were usually very crowded with no air conditioning.

46. Lecture was the main method of instruction observed.(47)(pause)

48. Again one can not help but be very impressed with the effort and motivation shown by the students. Ofcourse, when you are only dealing with the elite 3% of the graduates chosen by exams from the middle schools it could be expected. (49)Plus each student knows his assigned work will depend greatly on his or her performance on the final exams.

50. Higher education goals in curriculm are to increase the following areas under Chinas' newest 5 year plan: finance and economics, political science and law, management, and liberal arts. Also to place teacher training and in-service as a priority. (51)And as stated in one source, "in order to satisfy the imperative need of the country the enrollments of post graduates has been increased at a high rate"

52. In 1983 - 29 doctrate degrees were granted
18,143 masters degrees were granted
37,100 total enrollment in postgrad studie

53. Also between 1979 and 1983 - 3,665 students were sent abroad to study. Many went to the US. Approximately 50% of those that went to the U.S. did not return. The selection process has become much stricter due to this. There have also been increased numbers of foreign students being brought into China under various state programs.

54. Newspapers and announcements are posted either in the hall or outside on large boards, usually encased in glass.

55. The Music Conservatory of Beijing is very famous. The talents are obvious when listening to the accompianment to this presentation. This music was taped from a performance by students from the conservatory. (pause)

56. Recreational facilities are much more available at college level. Students were encouraged to join in morning exercises as a group in designated areas. Many students would be up at 6 a.m. to join group exercises. The sound of e,r,son,sue,oo,leo,chee,ba,joe,sure or the Chinese count to ten can be heard clearly over the PA system as the exercises are called out.

57. There was a track made of cinder and dirt.

58. Soccer was very popular as to be expected. But as Paul Harvey would say, "Now the rest of the story"

59. Students carry dishes to the cafeteria and a thermos to the central water supply - boiled water is the only water you can safely drink.

60. Coal is alloted according to the school size or work unit size. Then it must be picked up from central location for heating and cooking.

61. The main water supply is located in this building.

62. Water had to be picked up and carried back to the students rooms at least once a day.

63. Food was picked up in the cafeteria also and carried back to their rooms to be eaten.

64. Many times vendors would sell mellons or other foods on campus streets. This would usually attract many students.

65. The rooms of the size shown here would have eight students in. Foreign students as guests are usually afforded the luxury of two in a room. In a typical Chinese student room there were usually two double bunks on each wall. There is no privacy in China - there is actually no Chinese character to depict privacy in their language. (Tell story of cleaning lady)

66. This is an example of the washing facilities available to a Chinese student in their rooms. Students basic needs would be a wash basin, rice bowl, chop sticks, and their own thermos.

67. In the foreign dorm we stayed in we had a central area such as this for washing clothes and one shower area divided for men and women by a thin board wall. Hot water was only furnished in the morning for about an hour and in the evening for about the same time. This was to conserve energy. Most of this was set up to impress the foreign students and would have been a luxury for the average Chinese student.

68. Students would get food from the cafeteria by holding out their rice bowl, have it filled from a large wok, and then have the topping added. Hot tea was the normal beverage.

69. Then the students would head back to their room to eat. Wood shavings were used on the floor of the cafeteria to absorb spillings. It resembled a concentration camp scene from WWII. (One could could probably find cleaner dairy barns in Wisconsin.)

70. This is a member of the National Education Commission of China.(Explain why I am in picture) He reviewed the 1985 reforms to be implemented in China ordered by the Peoples Republic of China's Central Committee. Briefly these reforms include:

1. Decentralizing of primary education to local authorities
2. Institute 9 year compulsory education in China
    a. by 1990 in cities and economically developed areas
    b. by 1995 in semi developed areas (50% of pop.)
    c. no date for economically underdeveloped
3. Restructure secondary education
    a. gear to economic & social development
    b. 50% academic and 50% vocational

c. move toward modernization

4. Reform enrollment planning of higher education
   a. make it open to more people
   b. have better teacher in service and training

The following is a quote taken from the reform plan of China:

"The goal of education in China is --- to lay a firm foundation for the further development of the socialist educational system in China which not only meets the needs of socialist modernization but also manifest peculiarly Chinese traits. In accordance with the call that education should be oriented to the needs of modernizition and the future and help nurture globally minded citizens ---to contribute to the material and spiritual civilization of socialism, and marching forward for the modernization of agriculture, industry, national defense, and science and technology."

China for years had a self imposed isolation. But now as can be seen by the reforms in their educational system is striving to become more globally aware. China as other national states had narrowed its' curriculums to meet only the needs of the national state but is realizing the necessity to broaden their opportunity by diffusion of what other cultures have to offer. Now, as China has learned, curriculums must transcend national boundaries and be broadened to meet the needs of a changing interdependent technological society or the human race may suffer the same fate as non adapting creatures of the past.

Hopefully a better understanding of the Chinese Educational system has been obtained and a glimpse at some of the global perspectives of the new China realized from this presentation.

Sources:

Achievements of Education in China, 1949 - 1983 , Statistics compiled by the Department of Planning, Ministry of Education, People's Republic of China.

Reform of China's Educational Structure , Decision of the CPC Central Committee, Foreign Languages Press, Beijing, China, 1985.

Personal observations by the author Floyd Marks, Fulbright Program, Summer (June 17 - July 22), 1986.

Reform of China's Educational Structure as adopted by the Central Committee of the Communist Party of China, 1985.

The following is an outline form of the original document created to simplify for use in classroom activities.

I. The fundamental aim of restructuring education is to improve the quality of the nation and produce as many skilled people as possible.

A. A vital factor for the success of our cause lies in the availability of skilled people, which requires the vigorous development of education as economic growth allows.

B. Modernization of China depends on the success of mass education.

C. Education for the future must serve the socialist cause.

D. The problem now is to make the most of our limited financial and material resources to strengthen education so as to meet the pressing needs of socialist modernization.

II. Entrust responsibility for elementary education to local authorities, and institute nine year compulsory education.

A. By 1990 cities and coastal provinces must institute compulsory education through grade 9. (1/4 of the population)

B. By 1995 the semi-developed townships and villages must make primary school education universal and up to standards set by the state, and complete compulsory education through grade 9. (1/2 of the population)

C. Economically under-developed areas are to strive for universal primary education and 9 grade compulsory education. Due to the degree of difficulty no target year has been set. (1/4 of the population)

D. Institute better teacher training.

E. Power for elementary education is to be given to local authorities but must meet state set standards.

III. Restructure secondary education and vigorously promote vocational and technical education.

A. All who are assigned highly specialized and technical work must have received a qualification certificate of vocational training.

B. Students who complete the 9 years of compulsory education should be directed equally into vocational training and middle school.

IV. Reform enrolment planning of the institutions of higher education, reform the system of job assignment upon graduation and extend individual institutions decision-making power.

A. Graduates will be assigned jobs in line with state plans and in light of their own wishes as well as the recommendation of their schools and choice of the units wishing to employ them.

B. Enrolment by commission from work units that need graduates should be encouraged.(Contracts negotiated between work unit and school would pay for the education of individuals needed in work unit)

C. Allowance for the enrolment of small number of students paying for their own education outside of the state plan will be

implimented.

D. All students must pass state administered exams before being allowed to enroll.

E. For students in normal schools and those who will work in hardship after graduation, the state will bear their board and lodging expenses, and their tuition and fees for extras will be waived.

F. Scholarships will be granted to students with distinquished academic records and subsidies to those who are unable to support themselves.

G. Decision making power should be extended to colleges and universities but with strict accountability to the state-the state having the right to disolve those unsuccessful ones.

H. The readjustment and restructuring of higher education should serve the needs of economic and social development and scientific and technological progress.

V. Strengthen leadership and mobilize all positive factors to ensure successful restructuring of education.

A. All reform measures that have a bearing on the general situation or cover an extensive range should be approved by higher authorities.

B. The fundamental aim is to enhance the nation by producing as many skilled people as possible.

C. The State Commission of Education will be established to monitor the implementation of major principles and policies concerning education.

D. Teachers must be trained and given input.

E. Efforts should persist in educating teachers and students in Marxism.

F. All will continue to analyze our past experiences and make necessary improvements.

G. Efforts should be made to increase exchange with foreign countries.

In Conclusion:

"The Central Committee of the Party is convinced that reform of the educational structure will succeed and that socialist education with Chinese characteristics will flourish as never before, provided that Party committees and governments at all levels exercise better leadership, and adhere to sound policies and that the entire Party membership, people from all walks of life and from all our nationalities in the country work together. This success will give a strong impetus to China's socialist modernization and help raise to a new high the cultural and scientific level of its people and greatly broaden their mental horizons."

Source: Reform of China's Educational Structure , Foreign Languages Press, Beijing, China, 1985.

The 1978 National College Entrance Examination in the People's Republic of China, U.S. Department of Health, Education, and Welfare-Office of Education, 1979.

The following is the English version of the 1978 Chinese College Entrance Exam administered to approximately 6 million candidates in July of 1978. Of the students taking the test about 5% were selected on the basis of the results to begin training at the postsecondary level in the fall of 1978.

The 1978 examination contained tests in eight subjects: mathematics, physics, chemistry, politics, history, geography, Chinese language, and foreign language (choice of English, French, Spanish, Russian, German, Japanese, or Arabic). All candidates were tested in at least five of the eight sugbjects and many in six. Tests in three of the subjects---politics, mathematics, and Chinese language---were required of all candidates. Any candidate who had studied a foreign language was also required to take a test in his or her choice of one of the seven languages listed above.

The test was administered over a three day period at various sites throughout China in July of 1978. Students taking the test spent between 10 to 12 hours depending on which tests were taken. The overall scoring system for the examination as a whole yielded, for each candidate, a single-figure total score. This score represented the aggregate total points the examinee amassed on five 100 point tests.

In general, in order to gain admittance as a full-time resident student to one of the regular colleges or universities, a candidate had to gain a total of at least 300 points out of 500. Whereas to gain admittance to a major university 380 points or more was likely to be needed.

The following pages contain the English translations of the actual tests in six of the eight subjects. Not included are the tests in geography and Chinese language, as well as those in the foreign languages other than English in the foreign language category.

2. INDIVIDUAL SUBJECT TESTS FROM THE EXAMINATION [1]

Politics

The questions need not be copied, but the question number must be clearly indicated [on the answer sheets].

I. Explain the following terms: (4 points each, total 16 points)

1. Productive forces

2. Class

3. Practice

4. The universality of contradiction

II. Short-answer questions: (4 points each, total 24 points)

1. What social forms does human society pass through in its development from a low to a high stage?

2. What was the [Communist] Party's general line for the new democratic revolution?

3. What is the Party's general line for socialist construction? What is the general policy for developing the national economy?

4. According to the 10-year program approved by the Fifth National People's Congress [1978], what will our country's grain and steel production output be in 1985?

5. According to Chairman Mao's theory of the three worlds, what countries and regions are included in the first, second, and third worlds? Explain by giving examples.

6. What is the general rule of the movement of cognition?

III. Brief discussion questions: (10 points each, total 20 points)

1. What is the general task for the new period in our country's socialist revolution and socialist construction? Why is it said that realizing the general task is an important issue for our country's future and destiny?

---

[1] The texts used hereunder are based on translations done by the United States Government's Foreign Broadcast Information Service. Material in square brackets was added by the respective subject commentator.

2. What is the basic difference between materialist dialectics and metaphysics? Criticize the "gang of four" for spreading the fallacy of metaphysics.

IV. Essay questions: (20 points each, total 40 points)

1. Using the principle of material things first and consciousness second, discuss the importance of the Party's excellent work style of proceeding from the actual situation and seeking truth from facrs.

2. Why must countries having a dictatorship of the proletariat practice democracy toward the people and impose dictatorship on the enemy? Criticize the "gang of four's" counterrevolutionary crimes of reversing the relations between the enemy and ourselves and imposing a fascist dictatorship on the people.

Mathematics

Instructions:

1. Students of natural sciences and engineering taking this examination are required to select one question from questions V and VI in addition to doing questions I through IV and question VII. Students of liberal arts taking this examination are required to select one question from questions V and VI in addition to doing questions I through IV (if all 5 questions are answered correctly, 100 points will be given): they are not required to do question VII.

2. When answering questions, students taking this examination are not required to copy the questions, but the question numbers must be written correctly, such as (I) 2, (V), etc.

(I) (The possible score for each of the following questions is 4 points; the total for all 5 questions is 20 points.)

1. Factorize: $x^2 - 4xy + 4y^2 - 4z^2$

2. The given length of the side of a square is "a." Find the volume of a right circular cylinder whose lateral area is equal to the area of the square and whose height is equal to the length of the side of the square.

3. Find the domain of the function $y = \sqrt{\lg(2+x)}$

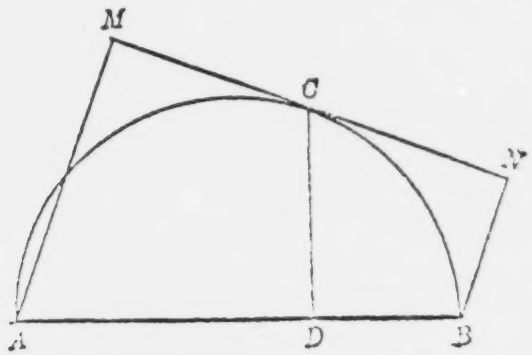
4. Find the value of $\cos 80^\circ \cos 35^\circ + \cos 10^\circ \cos 55^\circ$ without using tables.

5. Simplify: $$\left(\frac{1}{4}\right)^{-\frac{1}{2}} \frac{\left(\sqrt{4ab^{-1}}\right)^3}{(0.1)^{-2}\left(a^3b^{-4}\right)^{\frac{1}{2}}}$$

(II) (The possible score for this question is 14 points.)

The given equation is $kx^2 + y^2 = 4$, in which the k is a real number. For all values of k, point out separately the type of curve represented by the equation and sketch a graph illustrating the characteristics [of the resulting curves].

(III) (The possible score for this question is 14 points.)



(As [shown] in the diagram) AB is the diameter of a semi-circle, C is a point on the semi-circle, the straight line MN is tangent to the semi-circle at point C, AM is perpendicular to MN at point M, BN is perpendicular to MN at point N, CD is perpendicular to AB at point D.

Prove: 1) $CD = CM = CN$

2) $CD^2 = AM \cdot BN$

(IV) (The possible score for this question is 12 points.)

Given: $\log_{18}9 = a$ $(a \neq 2)$, $18^b = 5$. Find $\log_{36}45$.

(V) (The possible score for this question is 20 points; select only one question between this question and question VI.)

Already given is [the fact that] the sizes of the three interior angles of triangle ABC are in an arithmetic sequence and $t_g A t_g C = 2 + \sqrt{3}$. Find the sizes of angles A, B, and C. It is also known that the height of vertex C from the opposite side c is $4\sqrt{3}$. Find the lengths of the various sides a, b, c of the triangle. (Hint: When necessary, try to prove $(1 + \sqrt{3})^2 = 4 + 2\sqrt{3}$.)

(VI) (The possible score for this question is 20 points.)

Given a and b are acute angles, and

$$3\sin^2 a + 2\sin^2 b = 1,$$
$$3\sin 2a - 2\sin 2b = 0$$

Prove: $a + 2b = \frac{\pi}{2}$

(VII) (The possible score for this question is 20 points; students of liberal arts are not required to do this question.)
Given that the function of $y = x^2 + (2m + 1)x + m^2 - 1$, (and that m is a real number).

1) What numerical value does m have to be when the extremum of y is 0?

2) Prove: No matter what numerical value m has, the vertices of the graphs of the function (i.e., the parabolas) are all on the same straight line l_1. Draw a rough diagram of the parabolas when m = -1, 0, and 1 to test this conclusion.

3) Among the straight lines that are parallel to l_1, which lines intersect the parabolas, which do not? Prove that any straight line that is parallel to l_1 and intersects the parabolas is dissected into equal line segments by the various parabolas.

Physics

Notes for those taking the examination:

(1) The examination consists of seven questions, to be answered within 120 minutes.

(2) The parentheses ( ) after each test question show the number of points allotted to that question.

(3) The answers to the "Fill in the Blanks" question are to be entered in the blanks provided. When answering the other questions, you need not copy the question, but the number of the question must be clearly indicated on your answer sheets.

(4) The formulas, important steps in mathematical computations, and written explanations you use in answering the questions must be shown on your answer sheets. No credit can be given for any questions for which only the final answers are written down and for which the major steps in the computations are not shown.

(5) For all computational questions, after you have completed your calculations you must clearly write out the final figures and units of the answer.

(6) Scratch paper used for computations, test questions, and answer sheets must all be turned in together.

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1. Fill in the Blanks

(1) When changes take place in the ( ) that passes through a coil, an induced electromotive force is produced in the coil. The strength of the induced electromotive force, aside from what is proportional to the number of turns in the coil, is directly proportional to the ( ).

(2) In the course of its swinging motion, the velocity and acceleration of a simple pendulum vary with time. In the process of movement from the point of greatest displacement to a position of equilibrium, the velocity becomes ever ( ), while the acceleration becomes ever ( ).

(3) In the radiation emitted by naturally radioactive elements, it has already been explained that alpha-rays are ( ) and gamma-rays are ( ).

(4) The velocity of propagation of sound in air at 20°C is 340 meters per second. If its frequency is 100 hertz, then its wave length is ( ).

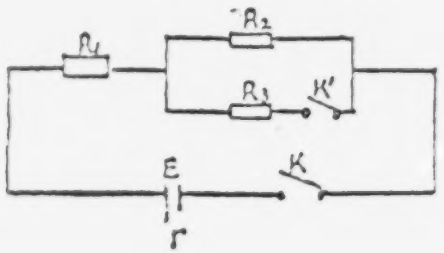
(5) The distance between two point electrical charges is a, and their interactive force is f; if the distance is increased to $2a$, then the interactive force will change to ( ). (10 points)

2. In the circuit shown in the diagram below, the resistance of the three resistors are, respectively, R_1 = 2 ohms, R_2 = 4 ohms, and R_3 = 4 ohms. The battery's electromotive force E = 4.2 volts, and the internal resistance r = 0.2 ohms. Find:

(1) The voltage ratio V_1/V_2 between the two points R_1 and R_2 when switch K is on and switch K' is off;

(2) The voltage ratio V'_1/V'_2 between the two points R_1 and R_2 when the two switches are both on;

(3) The strength of the current I_1 passing through R_1 when the two switches are both on. (10 points)



3. A camera is used to take a picture of an object, and it is given that the focal length of its lens (a convex lens) is 13.5 cm, the distance between the lens and the negative is 15 cm, and the image of that object on the negative is 5 cm high.

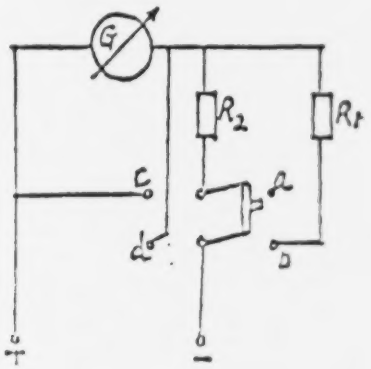
(1) What is the height of that object?

(2) Draw a diagram tracing the path of the light rays through the camera as it displays the image of that object on its negative.
(13 points)

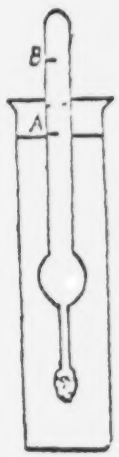
4. A voltampere meter is built with an electric circuit as drawn in the diagram below. The galvanometer G has a measuring range of 0.001 ampere with an internal resistance of 100 ohm, the resistance at R_1 is 9900 ohm and at R_2 is 1.01 ohm.

(1) On which side of the double pole double-throw switch is the ampere meter, and on which side is the voltmeter?

(2) What are the measuring ranges of the ampere meter and the voltmeter? (13 points)



5. When a hydrometer weighing 14 grams is put into water (as shown in the diagram), the water surface reaches mark A; when it is put into kerosene, the kerosene surface reaches mark B. Given that the specific gravity of kerosene is $d = 0.8\ gm/cm^3$ and the outer radius of the glass tube of the hydrometer is $r = 0.75$ cm, what is the distance between A and B? (14 points)



6. A block of wood weighing 2,000 grams (M = 2,000 gm) placed on the smooth surface of a table 0.8 meters high (h = 0.8 m) is hit by a bullet that flies horizontally and that becomes lodged in the block, causing the block to fall and come to rest at a point 1.6 meters from the side of the table (measured horizontally); the mass of the bullet is 10 grams (m = 10 gm).

(1) What is the speed of the bullet when it hits the block?

(2) If 90% of the heat generated by the impact is absorbed by the bullet, how many degrees will the temperature of the bullet be increased? (Assuming the bullet's specific heat is 0.09 cal/gm-degree, and g = 10m/second^2, without taking air resistance into account.)

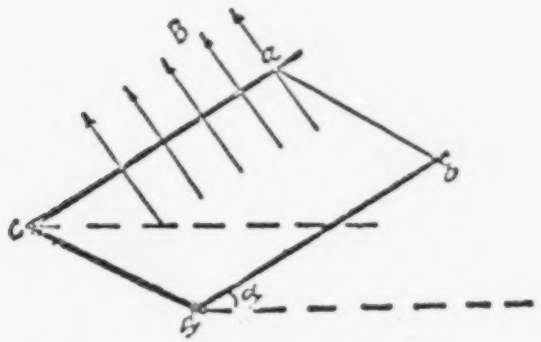
(20 points)

7. A U-shaped frame made of conductive material, 1 meter wide (L = 1m), whose surface forms an angle of 30 degrees with the horizontal plane (alpha = 30°), is shown in the diagram below. Not taking into account the electric resistance of the frame, if there is a magnetic field of even strength forming a vertical angle with the surface of that frame, if the strength of the magnetic induction B = 0.2 $\frac{\text{weber}}{\text{m}^2}$, and if a conductive bar *ab* whose mass is 0.2 kilograms (m = 0.2kg) and whose effective resistance is 0.1 ohm (R = 0.1 ohm) is placed across the U-shaped frame and is able to slide down without friction, answer the following questions:

(1) What is the maximum downward sliding speed (v_m) of the conductive bar *ab*?

(2) At maximum speed (v_m), what is the electric output of *ab*?

(20 points)



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Chemistry

Note: Write your examination number on the question paper and hand it in with the answer paper.

I. (This section is worth 17 points.)

The nuclear charge number of element *a* is 17, and the positive ion of element *b* has the same electron shell structure as does the argon atom (atomic number = 18). Answer the following questions: (the question need not be copied, but question number and the blank space number must be clearly marked on the answer paper).

1. In the periodic table, element *a* is located at the ___①___ period and the ___②___ main group, the element symbol is ___③___, and the molecular formula for the highest maximum positive value oxide which is equivalent to the hydrolyzed compound is ___④___.

2. In the periodic table, element *b* is located at the ___⑤___ period and the ___⑥___ main group, the element symbol is ___⑦___, and the molecular formula for the highest maximum positive value oxide which is equivalent to the hydrolyzed compound is ___⑧___.

3. In what type of chemical bond do these two elements combine? Can the solid form of this chemical compound conduct electricity? Can its aqueous solution conduct electricity?

4. Which is more strongly alkaline, the hydroxide of element *b* or barium hydroxide?

5. Which has the stronger reducing power, the negative monovalent ion of element *a* or that of iodine?

II. (This section is worth 16 points.)

1. "The volume of one gram-molecule of any matter is equal to 22.4 liters." Is this statement correct? Revise the statement if it is incorrect.

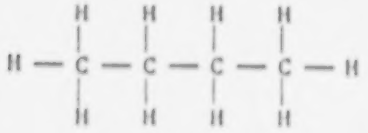
2. The pH value of potassium carbonate aqueous solution is equal to 7, greater than 7, or less than 7? Explain.

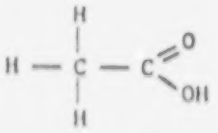
3. From 1,000 milliliters of 2N sulfuric acid solution, take out 10 milliliters. What are the equivalent weight concentration and gram molecular concentration (molar concentration) of this 10 milliliters of solution?

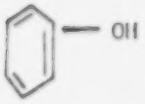
4. Will copper react with dilute hydrochloric acid? Will copper react with concentrated sulfuric acid? Write the chemical equation if there is a reaction. Explain if there is no reaction.

III. (This section is worth 13 points.)

1. Write the names or structual formulas for the following organic compounds, and specify which of them are isomers:

(1) 

(2) 

(3) 

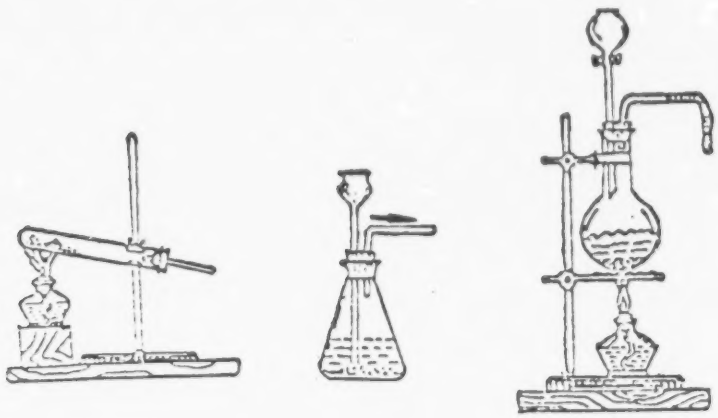
(4) ethyl acetate

(5) 2-isobutane

2. Both ethylene and acetylene are capable of reacting additively with water under specified conditions. In each case, give the chemical equation for the reaction (organic compounds must be written in structural formulas) and give the names of the products.

IV. (This section is worth 18 points.)

1. In a laboratory only the apparatus given below is available. If we want to produce gaseous hydrogen, oxygen, and chlorine at the same time, which piece of apparatus should be used for each? (Simply indicate A, B, or C, without a sketch.)



(A) (B) (C)

2. In figure B why must the thistle tube be inserted into the solution?

3. Give the chemical equation for the preparation of each of these three gases and explain the conditions of the reactions. Indicate separately which element is oxidized and which element is reduced. Indicate the direction of the electron transfer (with an arrow head) and the total number transferred.

V. (This section is worth 16 points.)

A sample of white powder is a mixture of two out of five compounds -- KCl, $(NH_4)_2SO_4$, $(NH_4)_2CO_3$, $Ca(NO_3)_2$, and $BaCl_2$. It is subjected to the following tests in sequence:

Step 1: When the white powder and slaked lime (calcium hydroxide) are ground together, a colorless gas is released. The gas turns a moistened red litmus paper blue.

Step 2: A small amount of the white powder is added to a sufficient amount of water and then stirred thoroughly. A white precipitate remains. The filtration method is used to separate and the precipitate does not dissolve in nitric acid.

Step 3: When a solution of silver nitrate is added to the clarified filtrate derived from the above-mentioned separation, again a white precipitate is produced. Again add nitric acid and the precipitate does not dissolve.

Questions: 1. According to the above-cited experiment, what conclusions can be drawn at each step?

2. The sample of white powder was formed by mixing which two chemical compounds?

3. Write the relevant equations for the chemical reactions. If these are ionic reactions, only a simple ionic equation is required.

VI. (This section is worth 20 points.)

1. What is the gram molecular concentration of 32% nitric acid solution (when the specific gravity is 1.2)?

2. Take 300 milligrams of alloy comprised of copper and silver and dissolve it in nitric acid and, after diluting it with the proper amount of water, add 24.0 milliliters of 0.1M sodium chloride solution, thus making the silver precipitate out completely. Find the percentage composition of copper and silver in the alloy.

NOTE: (1) atomic weights: Ag 108, Cl 35.5, Cu 63.5, O 16.0, H 1.0, N 14.0, Na 23.0

(2) In calculating your result, work to one decimal place, rounding up to 5 or more in the second decimal place.

History

(Note: In the upper right corner of this test paper, write your examination number, and attach your essay question papers to the test paper.)

I. Completion questions: (Total 20 points. Write your answers in the spaces provided.)

1. During the Shang Dynasty the laboring people of our country used an alloy of copper and tin to cast tools and weapons called _____ implements. It signalled a new level in the development of the forces of production.

2. During the reign of T'ai Tsung in the T'ang Dynasty, the Tibetan leader _____ married _____, thus promoting economic and cultural interchange between the Han and Tibetan peoples and effecting a close relationship between the Han and Tibetan peoples.

3. During the peasants' righteous rebellion in the final days of the Yuan Dynasty, Chu Sheng proposed to _____ that "the walls be built high, grain be widely stored, and the assumption of the title of prince be postponed."

4. Toward the end of the Ming Dynasty, the peasant revolt led by Li Tzu-ch'eng raised the revolutionary slogan of _____.

5. During the Opium War, people in the northern suburb _____ (placename) of Canton stoutly resisted the invading English army, displaying the Chinese people's heroic spirit of being unafraid of the strong and the cruel and daring to engage the enemy in battle.

6. During half a century beginning in the 1850's, Tsarist Russian imperialism forcibly occupied _____ square kilometers of our country's territory.

7. In 1924, with the help of the Chinese Communist Party, _____ reformed the Kuomintang and established the three great policies of "_____, _____, and _____."

8. On 11 December 1927, comrades Chang T'ai-lei, Yeh T'ing, and Yeh Chien-ying led the _____ uprising.

9. In the year _____, Comrade _____ and Comrade _____ led part of the Nanch'ang Uprising troops and the Hunanese Peasant Army to Chingkangshan, where they victoriously joined forces with the revolutionary troops led by Chairman Mao.

10. In May 1938, Chairman Mao published "_____," clearly pointing out the objective laws for development of the War of Resistance Against Japan and the path to victory, and criticizing the _____ theory and the _____ theory, thereby greatly inspiring and strengthening the belief of the people throughout the country that they would be victorious in this war.

11. Our country's _____ printing method was created during the Sui Dynasty, and in the Northern Sung Dynasty Pi Sheng further invented the _____ technique of printing.

12. Prior to the First World War, the imperialist countries formed two military blocs: The Triple Alliance comprising _____, _____, and _____ and the Triple Entente comprising _____, _____, and _____.

13. German classical philosophy as represented by _____ and _____ was one of the three sources of Marxism.

14. Marx and Engels at the end of "The Communist Manifesto" issued the following great call to the international proletariat: "_____!"

15. Before the Second World War the imperialist countries England and France pursued the _____ policy, and in September 1938 signed the _____ Pact with the fascist countries Germany and Italy, paving the way for Hitler's aggression.

II. Briefly describe the important events in world or Chinese history that occurred in the years listed below: (Total 5 points. Write your answers following each date.)

221 B.C. ——

209 B.C. ——

1640 A.D. (foreign) ——

1776 A.D. (foreign) ——

1789 A.D. (foreign) ——

1840 A.D. ——

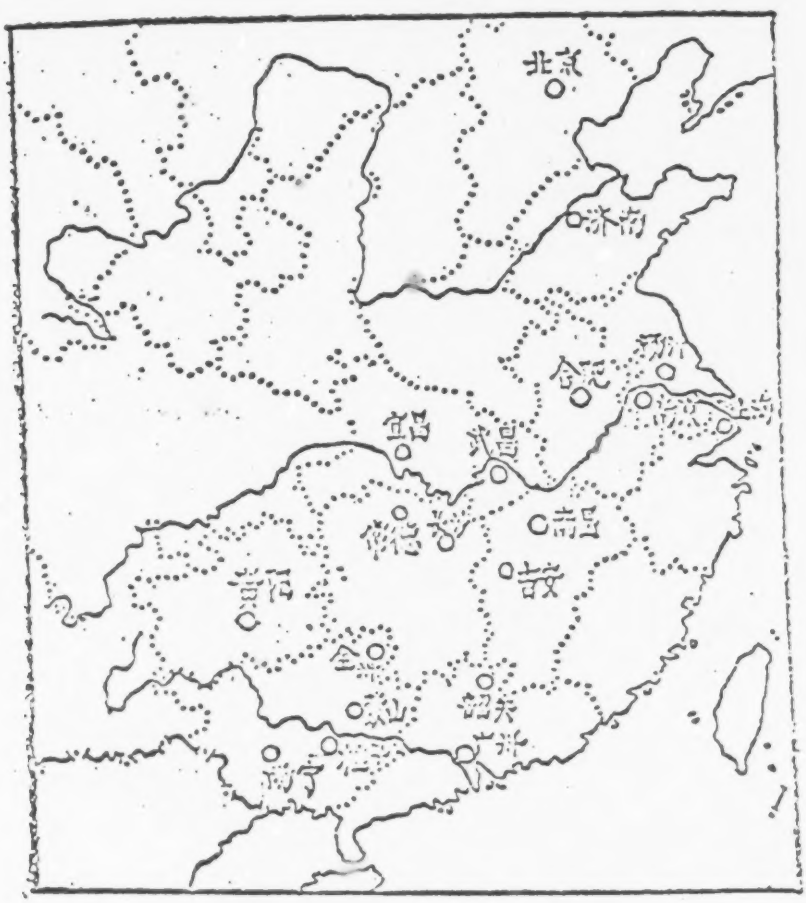
1871 A.D. (foreign)——

1900 A.D. ——

1911 A.D.——

1917 A.D. (foreign) ——

III. On the map trace the route taken by the troops of the T'ai-p'ing Heavenly Kingdom from the Chin-t'ien uprising to the establishment of the Heavenly Capital. (Draw a continuous line connecting six cities from which the army commenced its march, through which it passed, and at which it ended its progress. Do not connect more than six cities.) (5 points)



The Route of the Progress of the Army of the T'ai-p'ing T'ien-kuo Rebellion

BEST COPY AVAILABLE

IV. Briefly explain the following names and terms: (Each question 5 points, total 25 points. Write your answer in the blank space under each term.)

1. "The Historical Records" [the *Shih Chi*]

2. Battle of Kuan-tu

3. Cheng Ho

4. Battle of Mengliangku

5. Versailles Conference

V. Essay questions: (Total 45 points. Write your answers on separate essay question papers. It is not necessary to copy the question, but clearly indicate its number.)

1. On the basis of the changes in political and economic conditions before and after the Opium War, analyze how our country began to sink into the condition of a semi-colonial, semi-feudal society. (15 points)

2. Pick out and describe Comrade Chou En-lai's important revolutionary activities during each period of our country's democratic revolution. (18 points)

3. Give three examples of sudden attacks launched by the imperialist countries during the Second World War, and explain the historical lessons they convey. (12 points)

English Language*

Directions for Examinees

1. Do not copy down the question; write all answers on the test paper.

2. Only one answer is allowed per question.

3. For the fill-in-the-blank section, you only need to underline the answer; do not write in the blank.

I. Fill in the blank (underline the word or phrase that is required to complete each sentence). (This section contains 30 questions worth 1 point each.)

Example: *It is time _____ class.*

A. to *B. in* *C. for*

1. *There _____ no water in the glass.*

A. has *B. are* *C. is*

2. *This pen was given me by my mother. It's _____.*

A. my *B. mine* *C. to me*

3. *_____ tractors helpful to the commune members?*

A. Is this *B. Are these* *C. Are theirs*

4. *Which subject do you like _____, physics or chemistry?*

A. the most *B. the best* *C. better*

5. *The Yellow River is the second _____ river in China.*

A. long *B. longer* *C. longest*

6. *The boat is passing _____ the bridge.*

A. under *B. through* *C. across*

---

* Editor's note: Those parts of the test that were written in the English language in the original are in italics in this translation; the remaining parts were in Chinese in the original.

7. He went to Nanking _____ October, 1977.

A. in B. on C. at

8. Taiwan is _____ the east of Fukien.

A. in B. at C. to

9. His "Selected Poems" _____ first published in 1965.

A. were B. was C. has been

10. Did you _____ to his talk yesterday?

A. hear B. heard C. listen

11. Who is _____ of you three?

A. older B. oldest C. the oldest

12. My aunt _____ to see us. She'll be here soon.

A. comes B. is coming C. had come

13. Mathematics _____ the language of science.

A. is B. are going to be C. are

14. _____ people attended the meeting last night.

A. A hundred of B. Hundred C. Hundreds of

15. What do you usually do _____?

A. in an evening B. in the evening C. on the evening

16. When I got to the top of the mountain, the sun _____.

A. was shining B. shone C. has shone

17. He is very old, _____ he still works very hard.

A. but B. if C. when

18. He has already worked for _____ hour.

A. the B. an C. a

19. My brother is very good _____ ping-pong.

A. in B. for C. at

20. The poor peasants all had a _____ life before liberation.

A. suffered B. cruel C. bitter

21. I've heard him _____ about you often.

A. spoke B. speaks C. speak

22. When did you _____ my letter?

A. receive B. accept C. got

23. I need a day or two _____.

A. to think it over B. to think over it C. of thinking

24. We must _____ the importance of the four modernizations.

A. learn by heart B. keep in mind C. know by heart

25. We _____ a spare-time study group last week.

A. set up B. put up C. have established

26. My father _____ me to become a doctor.

A. thinks B. says C. hopes

27. He is _____ thin.

A. fairly B. rather C. little

28. We waited _____ for the bus.

A. for long time B. a long time C. some long time

29. In this factory, it's hard to tell cadres _____ workers.

A. from B. to C. about

30. I _____ Hsiao Li since she was a little girl.

A. knew B. know C. have known

II. Sentence Pattern Transformation. (This section contains 5 questions worth 2 points each).

A. Ask a question requiring each sentence as an answer, replacing the underlined portion with an interrogative pronoun:

1. This is <u>my</u> dictionary.

2. *She often carries water for Granny Wang.*

B. Change to the negative:

3. *I think he'll go there tomorrow.*

C. Change to the passive voice:

4. *We chose Chang Hua League secretary.*

5. *Our teacher always takes good care of us.*

III. Translate from Chinese to English. (There are 6 sentences worth a total of 20 points; the first 5 sentences are worth 3 points each and the last one is worth 5 points.)

1. He is old enough to join the army.

2. The north is colder than the south in the winter.

3. When Comrade Chang came in, I was reading the newspaper.

4. Since the Great Proletarian Cultural Revolution, we have built a reservoir and a power station in our commune.

5. The Party Central Committee, headed by Chairman Hua, is in the midst of leading us forward on a new Long March.

6. Scientists have received the praise of people of the whole nation because they make a valuable contribution to the development of science.

IV. In the blanks provided in the short paragraph below, fill in the word that is correct both grammatically and in meaning. (10 questions [blanks] worth 1 point each.)

Premier Chou came to _____ my grandmother the first time he _____ Tachai. I shouted into Granny's _____, "Granny, the Premier's here. He's come all the _____ from Peking to see you!"

"How _____ we are to meet you, Premier Chou!" said Granny. "How did you get here and how _____ are you going to stay?"

The Premier said, "I came by _____, so the journey took me only a few hours. I _____ think I can stay in Tachai very long, because I've got a _____ of work to do in Peking. I _____ be back today."

V. Read the following short selection. At the end of the selection, there are four questions with four answer choices for each (A,B,C,D). There is only one correct answer. Draw a line underneath the answer you consider to be the correct one. (This section is worth 20 points, with each question worth 5 points.)

*The Gold in the Orchard**

There was once a farmer who had a fine orchard. He worked very hard all his life and the orchard always did well. But he knew that his three sons looked down upon farm work, and were only interested in getting rich quickly.

When the farmer was old and knew he was going to die, he called his three sons to him and said, "My sons, there's a lot of gold hidden in the orchard. Dig for it, if you want to have it."

The sons tried to get him to tell them the exact place where the gold was hidden, but he said nothing more.

After the farmer was dead, the sons went to look for the gold. Since they didn't know where the hiding-place was, they decided to begin digging all over the orchard. They dug and dug, but no gold was found. Finally they had to give up the attempt.

The next summer, the fruit crop was the biggest they had ever had. This was because of the thorough digging the orchard had got.

When the three sons saw the great amount of money they got after they sold the fruit, they suddenly understood what their wise father had meant when he said, "There's gold hidden in the orchard. Dig for it."

---

* *orchard* [Chinese translation of this word supplied here.]

1. When the old farmer was living,

   A. the orchard gave rich crops each year.
   B. the orchard gave rich crops only when the weather conditions were good.
   C. the orchard had an average crop.
   D. the fruit crop was usually poor.

2. Say which of the following statements is true:

   A. The farmer's sons were lazy and had never worked on the farm.
   B. The farmer's sons did a lot of buying and selling in town so as to get rich quickly.
   C. The farmer's sons loved farm work, because their father, who was hardworking all his life, had told them to work hard.
   D. The farmer's sons considered farm work worthless.

3. When the sons asked their father to tell them the exact place where the gold was hidden, he told them nothing, because

   A. he was dying.
   B. he thought they understood what he meant.
   C. he wanted them to dig the orchard all over.
   D. the gold could easily be found.

4. No gold was found because

   A. the farmer's sons hadn't dug the orchard deep enough.
   B. the gold had been stolen.
   C. the farmer's sons didn't know in what part of the orchard the gold was hidden.
   D. there was no gold hidden in the orchard.

VI. Translate from English to Chinese. (This section is worth 10 points.)

A few stars are known which are hardly bigger than the earth, but the majority[1] are so large that hundreds of thousands of earths could be packed[2] inside each and leave room to spare; here and there we come upon a giant star large enough to contain millions of millions of earths. And the total number of stars in the universe[3] is probably something like the total number of grains of sand on all the seashores of the world. Such is the littleness of our home in space when measured up against the total substance of the universe.

1. *the majority* [Chinese translation supplied]

2. *pack* [Chinese translation supplied]

3. *universe* [Chinese translation supplied]

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"Old and the New"

China and the United States

Prepared by Jim McLeod

1986 Fulbright Summer Fellowship

to the Peoples Republic of China

TITLE: Five Basic Relationships in Society

TARGET: High School World History

FOCUS: World or Asian History

SCOPE/SEQUENCE: Cultural Similarities and Generation Differences

OBJECTIVE:

(1) Create an awareness of the five basic relationships in Society as stated by Confucius.

(2) Create an awareness of the similarities and differences of ancient Confucian-Societal teachings to the Colonial Puritanical-Catholocized teachings.

(3) Develop an awareness of how similar the U.S.A. and China are in society today.

(4) Investigate the differences in societal U.S.A. and China.

(5) To have each student take a look at their own value system and what it is based on today.

CONTENT:

(1) A chart of Confucius' five Cardinal Relationships.

(2) A copy of the Four Modernizations in China.

(3) A copy of Marriage Laws of the Peoples' Republic of China

ACTIVITIES:

DAY 1----- Lead a discussion on relationships, listing them randomly on the board--prioritize them--then narrow them to five, teacher directed (they will come up with the five you need)--pass out chart with them already listed the next day

DAY 2----- (a). Put up the overhead chart of Confucius' five Cardinal Relationships--discuss each one in detail without any comparitive values attached. This is ancient China. Why were these necessary?

(b). What fallacies are there in this system? Have students write down the fallacies they see.

(c). What strengths are there in this system? Have the students list the positive points they see in this system.

(d). Discuss the points listed by calling on each student to give one or the other positions.

DAY 3----- Put up on the overhead chart the four modernizations and a chart for each student. Discuss "Is this a new value system?" "Is it the old value system?" or "Is it a combination or modernization of values as well as technology?"

DAY 4----- Go back to day one and use an overhead with the students agreed upon U.S.A. colonial and modern values and contrast it with Chinas' four modernizations value system and marriage laws of the Peoples' Republic of China.

a. List major similarities

b. List major differences

c. Discuss reconciliation of these values

CONFUCIANISM

I. Term consists of two parts

A. Confucius--name of founder. It is a western phrase. Chinese call him K' ungtzu (Master Kung). Confucius coined by Jesuit missionaries so they could declare him a patron saint of the Roman Catholic Church. His doctrines are so very similar to the Roman Catholics and also provide an easier road for conversion. Basically a moral and ethical teacher and human behavior in society.

B. Ism means certain narrowly defined outlook! Confucius teaching is not an ism because it is so broad. Chinese call it Chiau,a general system of moral teaching. They don't use the name Confucius. They call it a scholar Chiau (moral teaching of the scholar) Ju Chiau.

II. Confucius, since antiquity, has been a teacher of nobles and rights and ethics. He is not an innovator but a transmitter of ethics by his own admission. Taught proper behavior in society only (no after life). "How can I know about death when I know so little about life." Teaches certain concepts of society

A. Benevolence--an act of kindness--charitible--generosity--kind hearted--concern for others first

B. Righteousness--manners--proper behavior

C. Propriety--individualness to be yourself, but family is first--helpful--gracious--kind--favorable

D. Wisdom--intelligent and careful use of acquired knowledge

E. Trustworthiness--to ones' self, family and friends

Principles on which a well ordered human society is based. Were observed in ancient China during a supposed Golden Age.

Proposed a return to these principles:

A man who observes these is a Gentleman.

A man who does not observe these is a Small Man.

The State is founded on Gentleman. He claimed only an observance of the function could provide a good government. And the ruler makes people follow this by setting a good example, by being the most virtuous man or Gentleman in the state. The ruler is then instructed by the scholars, who have studied the ancient caste or society.

The state should be an extension of the family and would be governed by the Five Relationships.

Five Cardinal Relationships of Confucianism

(1) Between the Ruler and the Rule--should be ideal. Ruler cares about subjects is ideal. Subjects are loyal and obedient. Ruler is the most virtuous gentleman in the society.

(2) Father and Children (Son)--Benevolent Father cares for children and welfare, and children observe filial piety--honor, respect and obey their elders

(3) Husband and Wife--Husband respects wife, cares for her and wife should obey her husband.

(4) Elder Brothers and Younger Brothers--Special terms for older or younger brothers and sisters. Elder brother looks after younger brothers and the younger brother respects and learns from older brother by following the example set by the older brother

(5) Friends--Respect and help one another. This is the ideal relationship.

CHINAS' FOUR MODERNIZATIONS

I. Agriculture--new responsibility system
   A. Permitted families in 1979 to farm leased land for profit
   B. Free some prices of government control
   C. Today food production is 2½ times the level of 1960
   D. People now have enough to eat
   E. Now has enough grain to export
   F. Sign crop contracts with state commissions, excess sold in free market

II. Industry--pursue management autonomy and price decontrol
   A. Opened three major cities as special economic zones to foreign traders in 1979. Expanded to encompass 73 others competing with each other for business
   B. Iron Rice (guaranteed job that resulted in maximum job security and lazy workers because they were paid regardless of their quality or output) was broken
   C. Contract work, bonus systems, quality control, 5 day work week are being experimented with
   D. But most jobs are still assigned by the state and not always according to ability or need
   E. 69% of this years' college grads landed in state-picked posts, however

III. Science Technology--from the United States
   A. First stock market opened in August 1986
   B. First venture capital firm--China Venturetech, with 15 million in assets
   C. 15,000 Chinese now study in U.S., including members of Dengs' family
   D. From the U.S., China seeks capital and technology
   E. From Russia, a reduced threat that permits it to focus on economics

IV. Military--"To diminish the militarys' role in society, while forging a leaner, yet more modern fighting machine."
   A. No rush to join arms race, rather to invest in economic developments
   B. Nuclear deliverable bombs number fewer than 200
   C. Lately has flattened defense spending
   D. Trim 4 million strong army to 3 million by 1987
   E. Military is always listed fourth in the modernizations

F. President Reagan export policy will get China a $98 million munitions factory, advanced avionics worth $500 million for its' air force, and possibly anti-tank missiles

G. New strategem is to fight at the border and beyond

H. Fighter planes are to be fitted with the latest U.S. technology

MARRIAGE LAWS OF THE PEOPLES REPUBLIC OF CHINA

Article 1. Bigamy, concubinage, child betrothal, interference of the remarriage of widows and the extraction of money or gifts in connection with marriage, are prohibited.

Article 2. Marriage is based upon the complete willingness of the two parties. Neither party shall use compulsion and no third party is allowed to interfere.

Article 3. A marriage can be contracted only after the man has reached 20 years of age and the woman 18 years of age.

Article 4. No man or woman will be allowed to marry in any of the following instances: (a) when the man or woman are lineal relatives by blood; (b) where one party because of certain physical defect is sexually impotent; (c) when one party is suffering from venereal disease, mental disorder, leprosy or any other disease which is regarded by medical science as rendering a person unfit for marriage.

Article 5. Husband and wife are companions living together and enjoy equal state in the home.

Article 6. Both husband and wife have the right to free choice of occupation and free participation in work or in social activities.

Article 7. Husband and wife have the right to use his or her own family name.

Article 8. Husband and wife have equal rights in the possession and management of family property.

Article 9. Parents and children have the right to inherit one anothers property equally.

Article 10. Children born out of wedlock enjoy the same rights as children born in lawful wedlock. No person is allowed to harm or discriminate against them.

Article 11. Neither husband or wife may maltreat or discriminate against children born of a previous marriage by either party and in that parties home.

Article 12. Divorce is granted when husband and wife both desire it. In the event of either the husband or the wife alone insisting upon divorce, it may be granted only when mediation by the district peoples' government and the judicial organ has failed to bring about a reconciliation.

Article 13. After divorce, both parents continue to have the duty to support and educate their children.

Article 14. In case of divorce, the wife keeps such property as belonged to her prior to her marriage. The disposal of other family property is subject to agreement between the two parties. In cases where agreement cannot be reached, the peoples' court should make a decision.

Article 15. Persons violating this law will be punished in accordance with the law.

CURRICULUM PROJECT

"Historical Preservation of Beijing, China"

Fulbright Summer Seminar - 1986
History and Culture of China

John W. O'Brien
Centennial Senior High School
4707 North Road
Circle Pines, Minnesota

I. Title: Historical Preservation of Beijing, China.

II. Target Audience: Grades (9-12)

III. Focus: Unlike the capitals of many countries, Beijing is both ancient and industrial. Based on the China's goals for modernization can Beijing's special grace and antiquity be maintained and preserved.

IV. Scope/Sequence: To be used in World History Courses; World Problems, World Cultures or Comparative Cultures Course, Asian Studies Course.

V. Objectives:

Following this unit students should be able to:

A. Define historical preservation and antiquity
B. Give examples of Beijing antiquity that have not been preserved or already fallen to ruins.
C. Describe in writing why Beijing is a "Museum of History."
D. List changes that have taken place since 1949 in Beijing.
E. List changes that have taken place since the Cultural Revolution (1966-76).
F. Give examples of ways in which parts of Beijing are being preserved today.
G. List problems confronting the government's attempt to preserve historic Beijing.
H. Develop a criteria for historical preservation.
I. Describe in writing how Beijing's Cultural Relics Administration Bureau is attempting to renovate cultural relics.
J. Design a plan for the historical preservation of Beijing.

VI. Activities:

A. On chalkboard write "Historical Preservation." Have students attempt to define term and give examples (in their hometowns or cities) of historic preservation.
B. Assign reading "Historical Beijing." Ask students why Beijing is considered a "historical city" and give examples of antiquity. Discuss meaning and value of antiquity.
C. Assign readings from "Beijing Legends", followed by small group discussion centered around the following questions:
    1. What are the chief monuments, places, and areas of Beijing that are of historic significance?
    2. Why are these important to the Chinese civilization?
    3. Have groups report to the total class on the discussion.
D. Have students write a theme on "Why Beijing is a Museum of History" utilizing highlights of small group discussions and readings.
E. On the chalkboard write the question: "Can modernization take place without destroying historical relics and other forms of intiquity?"
F. Keeping this question in mind have students examine pictures of Beijing in the 1930's, recent slides taken of Beijing and then read through the article entitled "Modern Beijing."
G. Have students make a list of changes that have taken place in Beijing. What has remained and what has been destroyed or left to ruins as a result of modernization.
H. Assign the reading of "Beijing's Ancient Charms Endives" followed by small group discussion centered around the following questions:
    1. What changes have taken place:
        a. since the cultural revolution (1966-76?)
        b. since 1980?
    2. What problems confront the government's attempt to preserve historic Beijing?

VI. Activities: (continued)

3. What ways is the Beijing Cultural Relics Administration Bureau attempting to renovate important cultural relics?

(Have each group report to the class the highlights and answers to the questions.)

I. Lead a discussion on why relics and other forms of antiquity might be destroyed during the process of modernization. List some examples why historical landmarks, buildings, and sites are destroyed in the U.S. or in local communities. Based on these examples and reasons have students (in small groups) develop a "criteria for historical preservation" such as (artistic value, historical significances, role played in the past, social significance, tourist value etc.) Have groups report to total class on each set of criteria. Develop a class consensus.

J. Based on class' "Criteria for historical preservation" and after reading chapters (2-10) of Beijing - China's Ancient and Modern Capital, have each student develop a plan (using maps included) for the historical preservation of Beijing.

a. Stress the significance of including (in the plan) such areas as:
   1. Tiananmen Square
   2. Palace Museum - Imperial Palace
   3. Imperial Parks and Gardens
   4. Imperial Tombs
   5. Temples, Mosques and Churches
   6. Museums and Libraries

b. Include any laws needed that might preserve scenic view, artistic value, size, shape, and situation.

VII. Materials:

A. Notes from lecture on "Historical Preservation" by Mr. Wang - Beijing Normal University.

B. Article on "Historical Beijing" taken from Beijing Old and New, New World Press: Beijing, China, 1984. P. 20-25.

C. Pictures taken from, China Pictorial, Old Peking in Pictures, 1986. P. 38-41.

D. Article on "Modern Beijing" taken from Beijing Old and New, New World Press: Beijing, China, 1984. P. 25-27.

E. Shoushen, Jin. Beijing Legends, Panda Books, 1982. P. 1-141.

F. Magazine Articles, "Beijing: Relics Stand Despite Modernization", Beijing Review, Vol 29, No. 13, March 31, 1986. P. 16-17, 19-25.

G. Maps taken from:
   1. A Guide to Peking, China Guides Series Limited, Hong Kong, 1985, P.22-3.
   2. Beijing Old & New, New World Press, Beijing China, 1984 p. 22-3.

G. Junwen, Liu, Beijing: China's Ancient and Modern Capital, Foreign Languages Press, Beijing, 1982. P. 15-201.

A. Historical Beijing

Beijing's recorded history began as early as 1000 B.C. The city has served as the capital of China for more than 1,000 years. Numerous cultural antiquities have come down to us due to the accumulated efforts of generations of gifted artisans. Beijing's natural surroundings provide a wonderful variety of scenic spots. Thus the skills of man mingle with the beauties of nature to give the city a panorama of scenes of interest almost beyond description. It is said that sight-seeing in Beijing leaves one feeling stimulated and refreshed rather than tired out. Visitors feel an unwitting reluctance to bid farewell to the city's famed pavilions, towers, gardens and palaces.

The city is a museum of history. The palaces of the Ming and Qing emperors present magnificent exterior views and house countless artistic treasures. The rectangular Forbidden City is surrounded by high walls, with tall towers situated above its gates. The four corners of the Forbidden City walls are topped with skillfully designed watch-towers.

Whether walking on the streets or sightseeing within the palace, visitors are ineluctably attracted by the memorial pillars, pagodas, memorial archways (pailou), ancient temples, bronze and stone lions, stone sculptures and bixi, reptile-like creatures that resemble the tortoise.

Buildings bearing the characteristics of different historical periods are found everywhere. Jade Islet (Qiongdao) in Beihai Park is designed after the imaginary paradise of Penglai, a seaborne abode of the immortals. Scenes of beauty from southern China, such as the Forest of (Stone) Lions in Suzhou, can be found in the Summer Palace. Besides the monumental architecture of the Temple of Heaven and the fine old Lama Temple (Yonghegong), there is a host of other Buddhist and Daoist temples, mosques and churches.

Of all the great wonders in the Beijing area, the Great Wall ranks first. Winding for a thousand miles through the ridges and valleys of the mountains, it is said to be the only man-made object in the world that can be viewed from the moon. The magnificent battlements and beacon towers at Badaling are easily accessible from Beijing. In the words of a poet, "Mountain pass after mountain pass secrete in their folds the white clouds, while the ridges wind their way like a dark blue stream to the sky."

The Beijing area is noted for its landscapes. The famous Baihuashan and Lingshan mountains are seven to eight hundred meters higher than Mount Tai or Taishan, the most famous of China's Five Great Peaks. Mount Shangfangshan has been known since ancient times for its caves and stone engravings. There are also the roses of Mount Miaofengshan, the pine trees of Mount Cuiweishan and the beautiful hills and waters of the Summer Palace. For hundres of years the names of the Three Front Lakes (Qiansanhai) - Nanhai (South Lake), Zhonghai (Central Lake) and Beihai (North Lake - were associated with their beautiful ripples. Witness the following lines: "An emerald green tower floats among the treetops; a miniature palace rises from the ripples in the lotus ponds."

In the gentle ripples of the Golden River (Jinshuihe) before Tian'anmen Gate and the moat surrounding the Forbidden City, the reflections of red walls and yellow tiles can be seen. The Three Rear Lakes (Housanhai) - the Shichahai, Houhai and Jishuitan - which stretch northwest from Beihai Park, are pleasant places to relax throughout the year. Jade Spring in Jade Spring Mountain (Yuquanshan) is widely known as the "first spring in China."

Otherwise known as the Fishing Terrace (Diaoyutai), Yuyuantan is said to have been the favorite fishing spot of the hermit Wang Yu some 800 years ago. It served the recreational needs of the emperors of the Jin dynasty. In addition, we must list the Guanting, Miyun and Ming Tombs reservoirs, all built after the founding of the People's Republic, as places of great beauty.

The caves once occupied by Peking Man, the spacious tombs of thirteen Ming emperors and the "Eight Great Sights of Yanjing," famous since the Jin dynasty, enable us to trace the evolution of civilization within a short distance of Beijing.

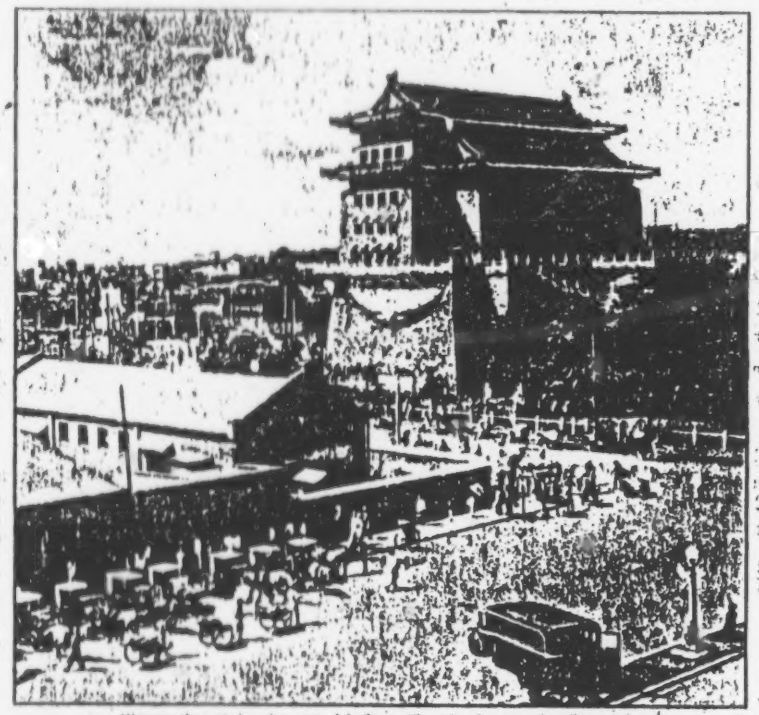
But we should never forget that many of these monumental antiquities were created by the emperors of China to flaunt the "Mandate of Heaven," a claim that Heaven had conferred upon the emperors the right to absolute dictatorship. The supreme authority of the emperors and the sanctity of their persons were inviolable. What remains for our enjoyment today is an outstanding collection of works of art bearing the vestiges of their feudal origins.

Old Peking in Pictures

Article by Deng Youmei
Photographs by Hedda Morrison

Editor's Note: The photographs published here are selected from the German photographer Hedda Morrison's *A Photographer in Old Peking*, Hong Kong edition, 1985. A native of Stuttgart and a graduate of the Munich Photo School, Hedda Morrison came to work at Hartungs Photo Studio in Beijing, then called Peking, in 1933. She stayed in Peking for 13 years, leaving in 1946 to live in Sarawak, Malaysia. During her years in China, Morrison took hundreds of pictures of the old city. Here *China Pictorial* has invited the Peking-born writer Deng Youmei to write an article that will help readers understand the old Peking in the photos.

The photo captions were written by Hedda Morrison.



Qianmen, the central southern gate of the Tartar City, taken from near the railway station. The small horse-drawn cabs were rarely to be seen in the latter years of my stay in Peking.

A friend recently gave me a picture album of old Peking. The photos brought back moments of my childhood so palpably that I couldn't believe a foreigner had taken them. I discovered later that the photographer, Hedda Morrison, came from Germany to Peking and lived here from 1933 to 1946, when I was 9 to 16. In those years Peking still bore the earmarks of its ancient civilization, yet the city was in poverty and suffering from generations of tyranny, feudalism, imperialism, and the Kuomintang. It was typical of the Chinese nation.

In one picture the Qianmen Railway Station, the central southern gate of the city, is dilapidated and chaotic. A few rickshaws and a line of horse-drawn cabs stand idle near the wall. There are two cars, but they are for foreigners, satraps, or ministers. The rich mostly used horse-drawn cabs, which we called "glassed in cabs" in the old times. Most of them were [illegible] but impractical. Hard seats [illegible] on wooden wheels tossed you up and down like a ball, and one trip, especially on a muddy road, would knock your limbs out of joint. But the common people couldn't afford cabs. Most of them transported goods by camel, on hand-drawn carts, or simply on shoulder poles.

The best of Morrison's pictures is the one of Coal Hill, with its ornate archway below. In the foreground are several single-story brick houses, rundown and crumbling, that with the arch make a perfect portrait of the contrasts in old Peking.

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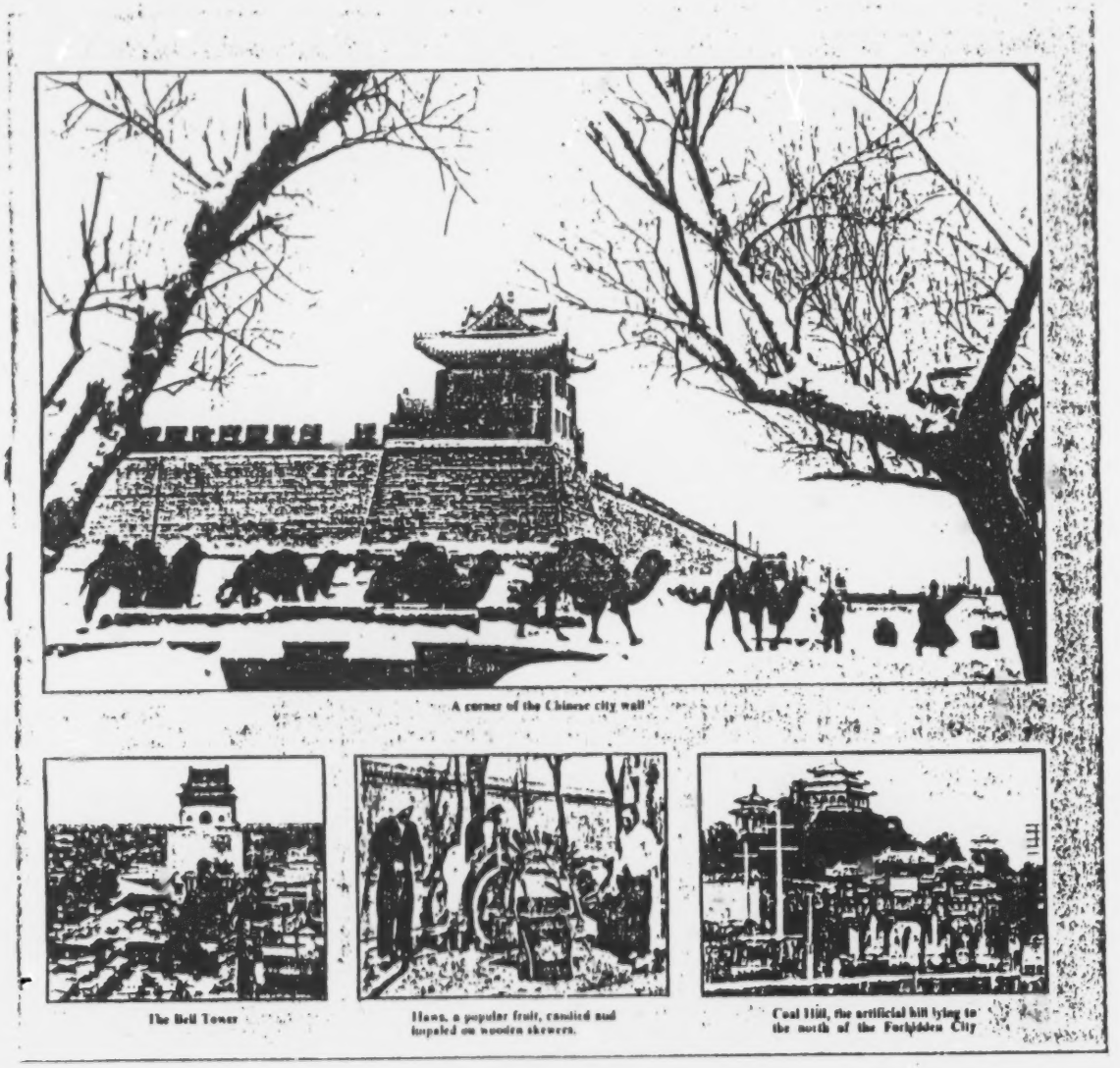

A corner of the Chinese city wall

The Bell Tower

Haws, a popular fruit, candied and impaled on wooden skewers.

Coal Hill, the artificial hill lying to the north of the Forbidden City

I grew up in such a single-story house, where I had my own paradise. Sometimes I watched a rat performance or a puppet show at little expense. Sometimes with other children I'd see a colorful parade free of charge, when a wedding or funeral procession went through a street. The Dongjiao area to me

become his apprentice. Once at the public baths I saw this body builder and stared so fixedly at his physique that I walked straight into the bathing pool with my clothes on. Now look at the square awnings at the foot of the Bell Tower. Under each was a paradise for children. Every day in those times we could eat

pujubes, and sugar-coated hawthorn fruits, all of which we bought with money our elders gave us for Spring Festival or other holidays. Here another picture shows a vendor selling a sour plum-juice drink. He would beat bronze clappers to a steady rhythm, and any child who happened to have coins in his pockets

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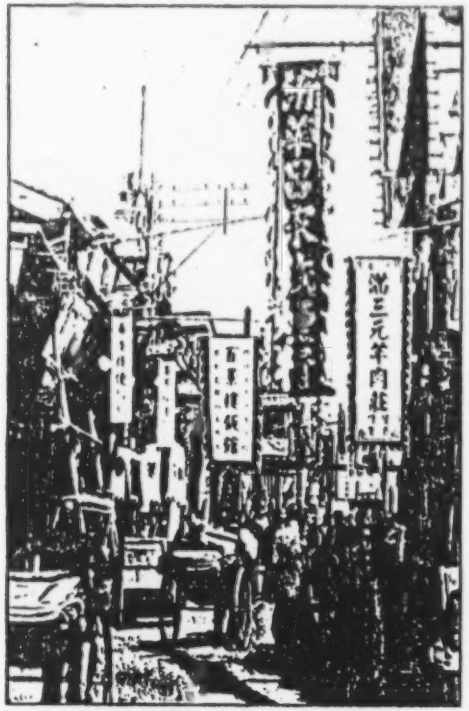
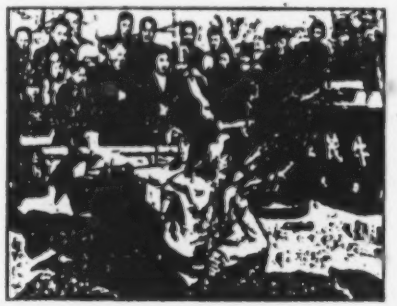


One of the streets southeast of Qianmen. Long-gowned citizens padded quietly about their business in their cloth-soled shoes.

White was the color of mourning, worn both by members of the family and by funeral functionaries, here throwing paper into the air to appease the spirits.



Patent medicine sellers were much in evidence at fairs. This man was selling body building unguents. Stripped to the waist in the North China cold winter, he was flexing a powerful bow and so demonstrating the excellence of his jaws and teeth.

was no refrigerator then to make ice. There were formally a few ice cellars in Peking, but each had its own clients. The ice from Shisa and Beihai lakes was only for the imperial family. The moat was for the common people, who usually cut ice on the coldest winter nights, pulled it ashore, then covered it with grass and earth for storage. The author of *Miscellaneous Notes on the Capital* noted: "People are cutting blocks of ice in the cold night and piling up crystal hills along the moat for imperial use."

It was the people living in the single-story brick houses around the city who maintained the beauty of Peking. Foreigners have always been fascinated by the glazed glass grapes that look as if they were covered with a fresh layer of dew. But few people know how much the craftsmen sacrificed to make them. One of Morrison's pictures shows two girls from the Gra[illegible]ng Family sticking together grap[illegible]heated earthen bed. To make a livi[illegible]out of the skill and preserve the technique, they never married. After the founding of New China, they contributed their knowledge of this art to the government. Peking's carved jade is also well known. Those crystal jade works were polished piece by piece, with an emery wheel. Here Hedda Morrison has recorded simply and clearly how the Peking people worked at the handicrafts of the time.

All over the city then you could find beautiful little things or everyday products made with great care. One man wove lifelike animals and insects from

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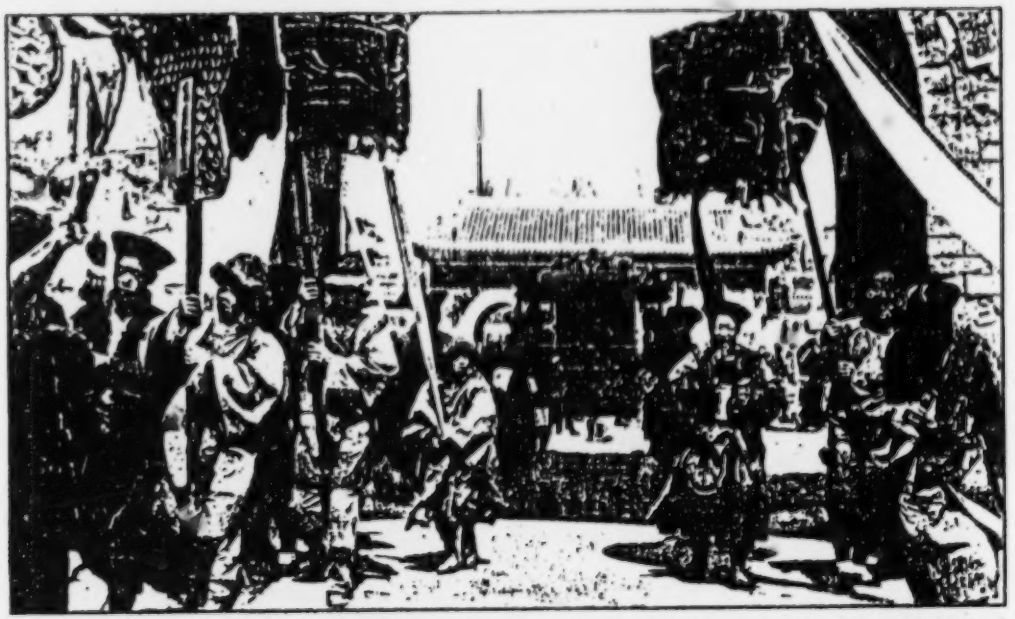

Wedding procession, probably on its way to pick up the bride. Old style weddings were cheerful, colorful affairs accompanied by much trumpet-blowing. Weddings and funerals were expensive, and it was point of honor for a family to spend as much as they could afford — and often more — on such ceremonies.

Temple market was a permanent outdoor market not far from the Altar of Heaven. Here could be bought all kinds of secondhand goods for the home.

Itinerant refreshment stall for children. Wherever there might be a demand there would be some specialist hawker filling the need.

Refreshment seller purveying a sour plum juice drink and the hand clappers with which he announced his presence.

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ages. At the time one woven annual was worth one baked cake. At the sweet makers one candy figure was worth a box of matches. These handicrafts helped make Peking a cultural capital.

We are lucky that Morrison has recorded some of Peking's best customs and traditions. It is not enough to watch the old man Zheng Rong throw fake money on stage as a preparation for the attack on the famous play *Treasure*. It is not enough to watch young people dance the waltz on one. We have to know how the dance started in the past.

Now we have electronic and sound controlled lanterns to exhibit during the Lantern Festival on the 15th day of the first lunar month. But have you ever seen the Fire Goat in Dongyue Temple? It was a large hollow statue filled with burning coal balls that spewed flames. The statue used to be exhibited at New Year's.

Hedda Morrison's pictures give us a look into yesterday's city in Peking. Today the Peking people must feel proud of their past as well as of their present progress.

Of course, the old Peking had its other perhaps more important side to record — the people's revolution. The photographer shows nothing of this. But we shouldn't be too critical because other people have done and are continuing to do the job now. On the contrary, I should thank the photographer for her invaluable pictures. And I would like to thank *China Pictorial* for publishing them.

C. Modern Beijing

Since the founding of the People's Republic in 1949, great changes have taken place in Beijing. The city walls were demolished to facilitate transportation and to allow for general expansion. By 1982, the population of Beijing exceeded ten million and the total area of the municipality was increased to over 17,800 square kilometers. The number of administrative districts has also been augmented. At present, the city of Beijing is divided into ten districts: East City, West City, Chongwen, Xuanwu, Chaoyang, Fengtai, Haidian, Shijingshan, Mentougou and Yanshan. Beijing municipality is comprised of the following nine counties: Tongxian, Shunyi, Changping, Daxing, Fangshan, Pinggu, Huairou, Miyun and Yanqing, in addition to the urban districts listed above.

Beijing is now the political and cultural capital of China as well as a center of international activity and an important socialist industrial base. It is a city of friendship; its citizens extend their hospitality to state guests and casual visitors alike. It has joined the ranks of the great cities of the modern world.

The Beijing of the future is developing on the basis of the symmetrical layout of the old city with its clearly demarcated north-south axis. Yet the work of renovation and expansion is not confined by the restrictions of the past. The plan for Beijing's development combines the enduring qualities of the past with future needs to form an organic whole. The plan makes great leeway for future development and avoids the hazards of blind urban sprawl.

General principles have been laid down to effect coordination between the city and the countryside to facilitate the supply of vegetables and non-staple foods, and between industry and agriculture for protection of the environment. There is also a uniform plan to make maximum use of surface and underground space. In the near future, we shall witness the emergence of a modern capital for socialist China which both retains its past dignity and incorporates the techniques of modern urban construction.

The overall city plan covers an area of 1,000 square kilometers, from Dingfuzhuang in the east to Shijingshan in the west and from Qinghe in the north to Nanyuan in the south. The area of the city proper measures 300 square kilometers, of which the main urban district occupies 220 square kilometers. A traffic network consisting of four beltways and 28 radial roads, as well as underground and suburban railways, links up the city center with the rest of the city and the city itself with the surrounding towns. The growing road system follows the basic plan of the old city with its chessboard pattern, and the newly constructed beltways and expanding radial system have been designed to incorporate the old roads in a rational way.

Tian'anmen will continue to serve as the center of the city, and the north-south and east-west axes of the city will be further developed. Construction on 38 kilometer-long Chang'an Boulevard will concentrate on offices concerned with political, economic, Communist Party and foreign affairs. The area encompassing the palaces and city gates has been designated as a landmark district, while an increasing number of other important cultural relics, revolutionary landmarks and former residences of noblemen and princes are being renovated and opened to the public.

The landmark district, encompassing Zhongnanhai, Beihai, Jishuitan and Shichahai, will provide a landscaped background for the Imperial Palace and the moat. Small decorative buildings, fountains and tree-lined walkways will link the parks mentioned above with Jingshan Park, Zhongshan Park and the Workers' Cultural Palace. The mansions of Prince Gong and the Prince Regent will also be included in the project. When the work is completed, the city of Beijing, preserved in its entirety and yet born anew, will be more magnificent than at any point in its glorious past.

Beijing's Ancient Charm Endures

In the last few years, Beijing has undergone massive amounts of construction of highrises, flyovers and modern residential quarters which once were few in the capital, are now numerous. With such sudden and extensive growth, many have begun to worry that Beijing's special grace and antiquity will be lost in the face of its modernization. This special report on Beijing, today and tomorrow, attempts to answer that question.

by Our Correspondent Jian Chuan

In October 1985 a visiting British correspondent remarked on the changes she recognized in Beijing since her last visit. "After an absence of six years, I found Beijing had entirely changed," she said. "There are now more cars and highrise buildings. Stores are better stocked. People are richer and better dressed. Women even wear makeup. These things were unimaginable six years ago."

Beijing is marching towards modernization and, like the journalist quoted above, many foreign visitors are agape at its swift changes. Each year 2,000 construction projects get off the ground, and the annual area under construction now comes to about 20 million square metres.

However, such large-scale construction has also filled many foreign visitors with concern about the fate of Beijing which was capital for five feudal dynasties. What, they ask, will happen to its time-worn landmarks, historic buildings and its resonant flavour of the past?

Similar questions have also been asked by the Chinese. Born and raised in Beijing, I have personally witnessed its many changes in the last 36 years since liberation. In the 1950s part of the city walls were dismantled, along with archways that adorned major city streets. At the same time, Beijing widened Changan Boulevard, 10-lane avenue that extends east-west for 10 km, and passes in front of Tian An Men Square. The razing of some structures and the construction of others were aimed at improving the city's traffic capacity. Then came the construction of 10 major buildings on the occasion of the 10th anniversary of the founding of New China. Among these buildings were the Great Hall of the People, the Museum of Revolutionary History and the Beijing Railway Station, all of which have a strong national flavour in their design, adding a touch of modernity to the capital. Some people did, however, regret these changes. Since the end of the "cultural revolution" (1966-76), and especially since 1980, Beijing's skyline has been changing even more rapidly. With the exception of some gate towers, which were kept as reminders of the "former" Beijing, the inner and outer city walls have all been dismantled brick by brick. In addition, many small, primitive houses have been levelled to make way for highrise apartment buildings. Confronted with all these changes, some people have begun to wonder what the future is for Beijing. Will those edifices that represent national culture be preserved? With this concern in mind, I visited Beijing's planning depart-

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ments, where the officials outlined the general plan for the construction and development of Beijing in the near future.

Ancient City in Historic Transition

Unlike the capitals of many other countries, Beijing is both ancient and industrial. In 1980, the Central Committee of the Communist Party of China set down the policy for the construction of the city.

Construction Orientation

The Central Committee made it very clear that Beijing should be the centre of politics, culture and international relations, rather than just an economic one. Their insistence on varying Beijing's growth pleased its city planners who had been concerned about the capital being strictly business oriented. According to the directive of the Central Committee, Beijing is to become:

- A model in public security, social order and moral standards for the country and even the world;
- A modern city with a healthy environment, a high standard of cleanliness and good sanitation, and well-preserved cultural relics and sites of historical interest;
- The nation's most developed city in terms of culture, science and technology, and the one with the highest educational standards; and
- A city with a thriving economy, providing its residents with stability and modern conveniences. In the future, Beijing should switch to emphasizing its tourism, service industry, food processing industry, and high-tech and light industries, instead of its heavy industry.

In the 35 years since liberation in 1949, for a number of complex social reasons, the government concentrated on developing Beijing's economy. Formerly a high-consumption city, Beijing's modern industries were so few that nails, toothpaste and other very ordinary consumer goods had to be brought in from other cities. In the early post-liberation days, efforts were made to "turn the consumer city into a production city."

Tian An Men Square in 1925.

Tian An Men Square today.

FANG JIMING

The torrent of the so-called "big leap forward," which swept China in 1958, also affected Beijing by encouraging the rapid growth of an assortment of factories. It was then that the slogan was raised to build the ancient city of Beijing into "a production base blessed with a complete array of modern industries." In the following two decades, Beijing pressed ahead along this course, and by early 1980s it had grown into an industrial city second only to Shanghai, with most of its enterprises falling into the category of heavy industry.

Today, the downtown area and its nearby suburbs, with a combined area of 1,282 square kilometres, or 8.1 percent of the total area of the municipality, swell with 64.2 percent of the city's industrial enterprises. These factories share 76.6 percent of the city's workforce, 71.6 percent of the fixed assets and 76.2 percent of the industrial output value. This makeup, which is rarely found abroad, has been both beneficial and harmful, for along with growth has come a population explosion, energy, water and housing shortages, traffic jams and industrial pollution.

Planning and Leadership

In July 1983, the CPC Central Committee and the State Council endorsed the General Plan for the Urban Construction of Beijing, which was worked out on the basis of the plan in the 1950s that was not implemented and with due consideration for the new principles of development. Directives issued along with the approval read in part that the "development of Beijing's construction must be consonant with the needs and nature of the city as the capital and the political and cultural centre of the nation. The construction should create better conditions for the Party Central Committee and the State Council in leading the nation's work and in developing

(Continued on p. 19.)

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(Continued from p. 17.)

international exchanges. Beijing should also become a model for the cities across the nation in building up socialist material and spiritual civilizations."

The Party Central Committee also stipulated that a city planning and construction committee be set up, headed by the mayor of Beijing and consisting of leaders of all central departments concerned. The committee set about tackling the following three tasks as directed by Vice-Premier Wan Li at its first meeting.

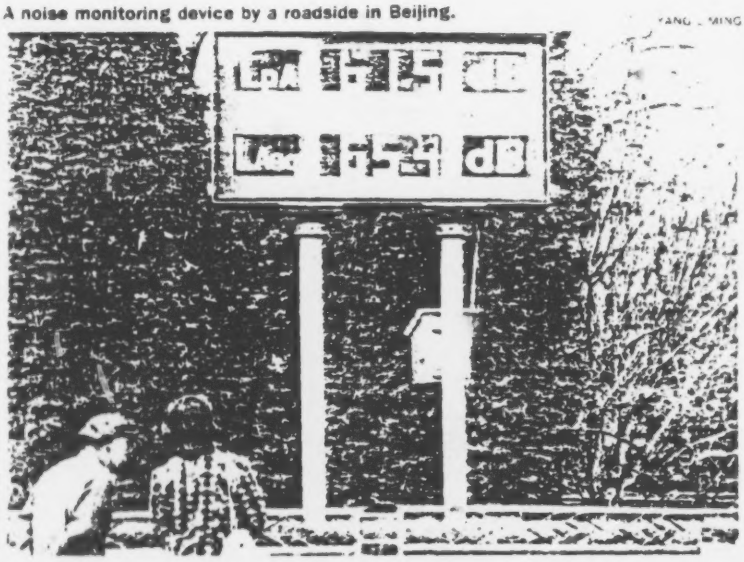
First, tidying up the city. At that time there were more than 1,600 structures of varying sizes built haphazardly without permission from the city authorities; in addition, construction materials were piled up and work sheds erected along some streets covering 1,300 hectares. They were all to be cleared up within a specified period of time.

Second, centralization of power in city planning and construction. All departments, including the ministries under the central authorities, must follow the unified plans of the Beijing municipality and abide by the related laws and regulations.

Third, a firm attitude must be taken in tackling key problems so as to ensure the implementation of the general plan for city construction in the capital.

In line with these directives, construction work has been pressing ahead according to plan.

A noise monitoring device by a roadside in Beijing.



Blueprint for New Beijing

The following are among the details about the construction and development orientation of Beijing contained in the General Plan for Urban Construction in Beijing.

General Survey

■ **Scope of the City.** According to the plan, the city proper stretches from Dingfuzhuang in the east to Shijingshan in the west, and from Nanyuan in the south to Qinghe in the north, covering 750 square kilometres (see map). This represents a two-fold increase in area. Because of the land and water resources and ecological factors, the population in this area is to be confined to 4 million.

At present, however, the population in Beijing proper has already reached 4.3 million. Though the city is a model of effectiveness in family planning, the population is still growing at a rate of 100,000 a year. By the year 2,000, the population will reach 5.8 million in the city proper, an increase of 1.5 million. Therefore, population control and dispersion have become an important facet of Beijing's urban development.

Measures taken to address these problems include controlling the growth of population and the proliferation of enterprises and institutions, building six sateilite towns and encouraging more people to work and settle in them. In the long run, Beijing hopes to export technical forces to its outlying districts as a move to disperse population.

■ **Urban Environment.** Waste water, waste gas, garbage and noise are considered four major problems of modern cities, and Beijing is no exception. Poilution is very serious in the old city area of 350 square kilometres, or 2 percent of the total area of the city and its suburbs (16,808 square kilometres). This part of the city, where 45 percent of Beijing's total population and 82 percent of the houses are concentrated, accounts for about 80 percent of Beijing's energy consumption. An average of 20 million tons of coal are burnt a year, and close to 1 million tons of waste water are discharged every day. These are the two major sources of poilution in Beijing which have to be dealt with.

In recent years Beijing has done a great deal of work to clean up its environment. About 84 percent of its 15,300 industrial boilers have been redesigned to reduce gas and dust discharges. The city also has set up two smoke-free zones in which residents and businesses are forbidden from emitting certain amounts of smoke. In the meantime, efforts have been made to popularize heating systems other than coal and the use of piped and liquefied gas.

Along with such efforts, more than 900 of the 1,500 poilution

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sources in the city district have either been transformed and eliminated or moved to the outlying areas. The treatment rate of industrial waste water in Beijing has also been raised from 38 percent to 43 percent, and the rate of industrial water recycled for use now reaches as high as 70 percent. During the Seventh Five-Year Plan (1986-90), Beijing plans to build a plant with a daily capacity of treating 1 million tons of waste water. In addition, during this time, laws and regulations will be perfected and measures taken to ensure a steady supply of drinking water.

Beijing has also been doing considerable work to alleviate its noise pollution since 1984, the year when all motor vehicles in the city were refitted with low-noise horns and were banned from using them on major streets. Though the number of motor vehicles has increased nearly threefold since 1976, the average noise level has decreased from 76.7 decibels to 69.3 decibels.

Buildings of the Forbidden City mark a portion of Beijing's north-south axial line.

TU XIANGJUN

To reduce industrial noise, a number of enterprises were moved out of the city and some other enterprises have been required to use mufflers during peak noise times. The first low-noise residential quarter was built in the southeastern part of Beijing at the end of last year, and construction of more such living quarters is in the works.

From 1981 to 1985, Beijing also planted a total of 5.32 million trees, built more than 4.8 million square metres of lawns and built or expanded 100 street parks and 15 public parks. This has resulted in an additional 615 hectares of greenery. During the greening movement, nine tree-shaded residential areas interspersed with lawns were also built.

By the year 2000, the city's total area covered with grass and trees is expected to climb from its present level of 16.6 percent to 40 percent. In the next 14 years, a number of natural protection zones will be built in the mountainous areas, which teem with animal and plant resources. During that time the Great Wall and the Ming Tombs area on the city's northwestern outskirts, the Summer Palace, Yuanmingyuan Park and Fragrant Hills on the western ourskirts, the Peking Man Site in Zhoukoudian on the southwestern outskirts and four other special areas will be developed into major tourist spots.

■ **Layout of the City.** The layout of the old city of Beijing was developed on the basis of the Yuan Dynasty (1271-1368) capital. After efforts were made during the Ming (1368-1644) and Qing (1644-1911) Dynasties, Beijing possessed its own unique layout: grid-like streets, traditional quadrangles, the north-south axial roads and the Forbidden City surrounded by inner and outer walls.

The new Beijing shall retain as much of the style and flavour of the former city as possible, but will be centred around Tian An Men Square and from there fan out on both sides of Changan Boulevard.

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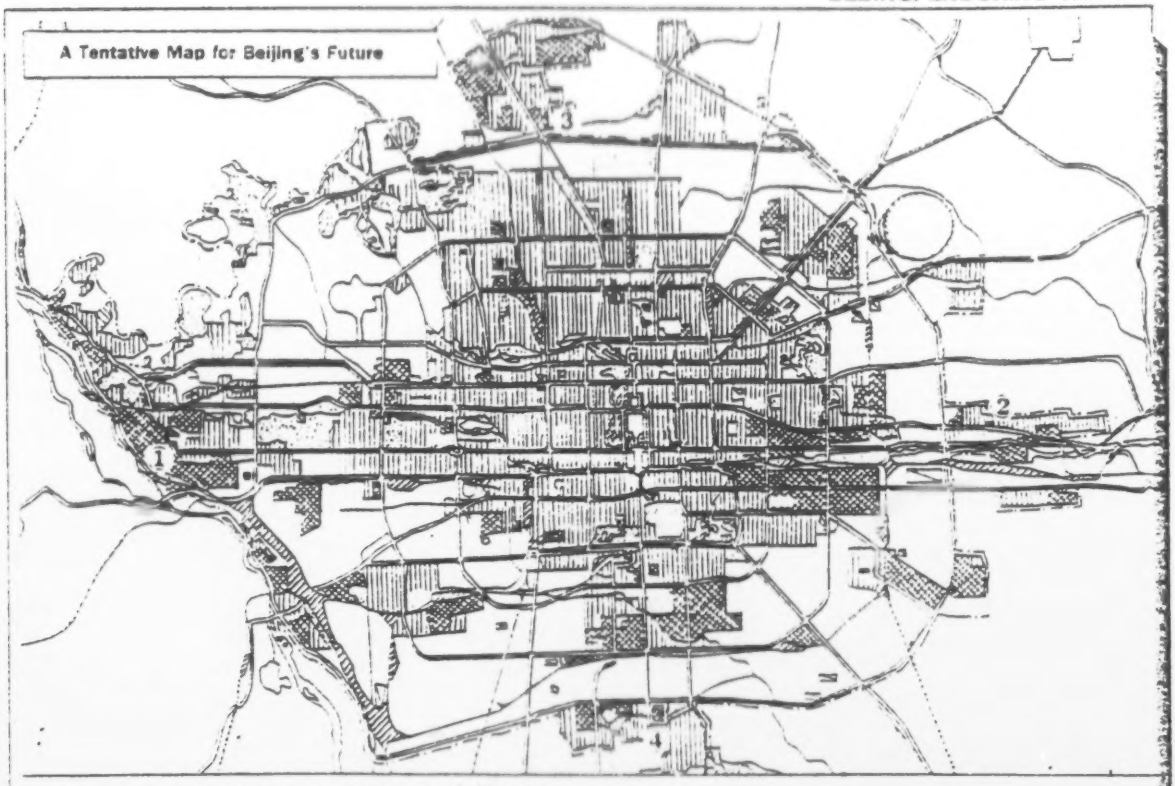

1. Shijingshan; 2. Dingfuzhuang; 3. Qinghe; 4. Nanyuan.

which will still be flanked by political, economic and foreign affairs buildings. Later, the north-south and the west-east axis roads will also be highlighted and further developed.

In the near future, 16 new zones will be built in and outside the city, and they will be separated by tree belts, vegetable or farm fields, to form a scattered cluster-style layout.

According to the general plan, 20 satellite towns and 100 smaller towns will also be built to accommodate various industries and their workers and staff.

■ **Renovation of the Old City.** Though the small houses that were built long ago around Beijing's narrow lanes are distinctly Chinese, they lack the modern amenities people today have come to expect in a home. Therefore, efforts have been made in the last few years to rehabilitate these homes and to add some shops and stores in the area for the convenience of people living there. However, work in these areas has not proceeded as planned and the changes in these homes have been negligible.

Renovating the old city means building modern facilities that work with the old city. Architects are therefore confronted with modernizing Beijing while retaining its antiquity. In renovating the old city, which is densely populated, many of its residents will have to be moved and large public facilities will have to be built. By the year 1990, problems such as traffic jams, poor communications and shortages of electricity and water are also expected to be considerably lessened.

While renovating the old part of Beijing, places of historical importance and cultural value will be preserved along with some of the better constructed old quarters.

■ **Housing and Service Facilities.** During the Sixth Five-Year Plan period (1981-85), Beijing built 22.30 million square metres of housing, equivalent to the total newly built floor-space for the previous 30 years or 1.7 times as much as had been built by the time of liberation in 1949. Despite the growth, however, 20 percent of Beijing's residents only have an average of less than 4 square metres of housing per person. It is expected that by the year 2000 the current situation in which two or three generations are packed into one room will be eliminated, and all of Beijing's residents will have generally more spacious homes equipped with kitchens, bathrooms, balconies and other amenities.

In building new houses, consideration will be given to the requirements of residential quarters. Each residential quarter, composed of the about 10,000 households, will include service facilities, lawns and sport fields. During the next five years, Beijing's three major shopping areas will be expanded, and more than 30 medium-sized commercial

and service centres will be built. In addition, a number of cultural, recreational, medical and sports centres with up-to-date facilities will be established to promote the development of the capital's socialist ethics and culture.

■ **Urban Traffic.** The key to improving Beijing's traffic lies in perfecting the city's communication infrastructure. In the last few years, efforts have been made to extend and expand a number of major streets and to complete the second and the third round-the-city thoroughfares. The city has also constructed more than 40 flyovers, which have eased traffic congestion considerably.

In the next 10 years and more, another road around Beijing's circumference, nine major radiating roads and 14 sub-radiating streets will be built. To facilitate the city's ever-growing traffic, an expressway network will also be added.

High-speed trolley-buses and short-distance trains will be introduced to link the city proper with its main satellite towns and scenic sports, more subways will be opened in high-traffic locations. The programme also calls for the expansion of the Shoudu (Capital) Airport and the Beijing-Tianjin-Tanggu Expressway.

■ **Exurbs.** Beijing's exurbs comprise 11 county towns and more than a dozen townships. To disperse Beijing's urban population, city officials have planned to expand these towns and townships into more than 20 satellite towns and 260 townships with developed agriculture, industry and commerce, as well as all modern facilities.

The designs for Beijing's satellite towns have been laid with the capital's actual conditions in mind. Unlike Tokyo's suburbs and exurbs, Beijing's will be both residential and commercial. Each satellite town is planned to have a population of 100,000 people. Altogether they are expected to siphon off more than 4 million people from the city proper.

In the near future, Beijing will focus first on the construction of four satellite towns Huangcun in the southern suburbs, Changping in the northern suburbs, Tongzhen in the eastern suburbs and Yanshan in the southwestern suburbs.

Industrial Readjusting

Although Beijing is China's political and cultural centre, it has also acquired a considerable industrial foundation. Exactly how Beijing will cope with the problems brought about by its growing industry has been the focus of much concern.

Some people insist that the capital's industry should be gradually phased out. But many are opposed to this idea, holding that the city's industrial makeup should be readjusted to facilitate the development of the city as a political and cultural centre.

Currently, among China's 164 industrial branches, Beijing has 149. Last year, the city's total industrial output value amounted to 30.7 billion yuan, second only to Shanghai. The city's output of organic chemical and rubber products now ranks first in China, and its output of washing machines, refrigerators and colour TV sets is China's third largest. In the past 36 years, the city has handed over to the state 70 billion yuan in taxes and profits, providing 92 percent of the total expenses needed in its urban

Beijing's east-west axial line — Changan Boulevard.

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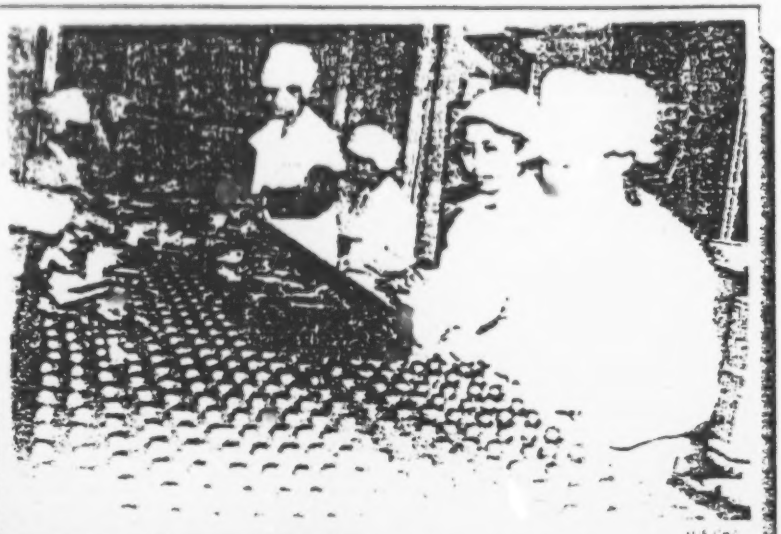
construction. Unlike Washington and Bonn, whose financial expenditure is covered entirely by the federal government, Beijing relies largely on its own financial resources.

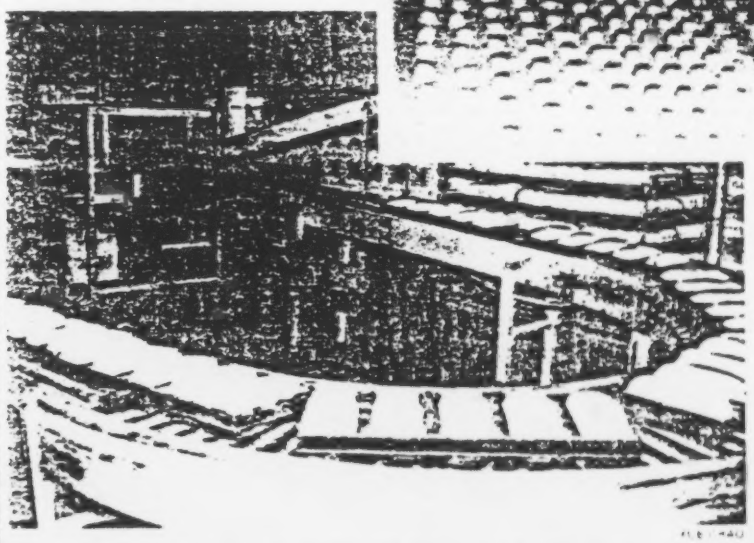
However, the city's industrial structure does require some changes. According to a city official, Beijing's chemical, machine-building, textile and metallurgical industries are the four pillars of its economy; the output value of these four industries makes up 60 percent of the city's total. Many of its factories, however, are inefficient and excessive in their use of energy, water, land and transportation and are also guilty of polluting the environment with waste and noise. In addition to stemming their growth, these factories should undergo thorough technological transformations, and those that cause serious pollution should be moved to the suburbs. Given Beijing's solid scientific and technological force, in the future efforts will be made to develop technology- and knowledge-intensive industries, as well as service trades and tourism.

The city official also said that in the next decade or so, Beijing's foodstuffs, electronics, building materials and automotive industries will replace the former four economic pillars. By 2000, the city's total industrial output value is expected to reach 85 billion yuan, with the output value of the four new backbone industries making up over 50 percent of the city's total.

Achieving this target, however, is not an easy job. Traditional modes of operation and the temptation for profits often result in enterprises that should curb their production refusing any changes. Beijing's urban construction planning and environmental protection departments complain that some polluting factories are required to move out of the city within a set period of time but have so far ignored the deadlines, and the industrial departments in charge of these factories now try to make excuses for the factories' refusals to move. This is a thorny problem crying for solution.



Workers of the Beijing YIII Bakery and Confectionery packing chocolates.



The bread production line at the Beijing YIII Bakery and Confectionery.

Conserving a Cultural Legacy

As one of China's six ancient capitals, Beijing has the largest number of historical relics and ancient structures of any other city in China, which makes it one of the culturally richest cities in the world. According to a recent survey, there are 7,309 historical sites in Beijing, of which 189 have been listed by the state and the Beijing municipal government as the nation's most important relics. Among the most invaluable of these keys to the past are the ancient structures in the Forbidden City and 130 other old buildings.

In order to let future gener-

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ations and the people of the world have a chance to enjoy these historical relics, effective measures for their protection and management have been worked out and are being implemented.

Renovation, Management

The Beijing Cultural Relics Administration Bureau was founded in 1979. Under its direction, many ancient structures that were occupied, ruined or neglected during the "big leap forward" campaign in 1958 and the chaotic "cultural revolution" (1966-76) have been renovated.

During the Sixth Five-Year Plan period, the money Beijing spent on the renovation of cultural relics topped 60 million yuan which is equivalent to the total amount spent in the previous 30 years. Nearly 100 ancient structures, including the Tian An Men Gate, the Palace Museum (Forbidden City) and the Bell Tower, have been renovated, and more than 50 have been opened for the first time to the public.

The Great Wall is the pride of the Chinese nation. In July 1984, six newspapers in Beijing initiated the drive to raise funds to repair the Great Wall. Sections of the Great Wall north of Beijing are favourite tourist spots. The renovation drive received warm response from the people at home and abroad. Deng Xiaoping wrote "Love the Chinese Nation, Repair the Great Wall" to encourage the campaign.

By the end of last year, donations for the Great Wall came to more than 8.5 million yuan from more than 700,000 people at home and abroad. Included were the governments of 25 nations, foreign nationals, foreign citizens of Chinese descent and overseas Chinese. The money has already been used to repair a section of more than 1,000 metres.

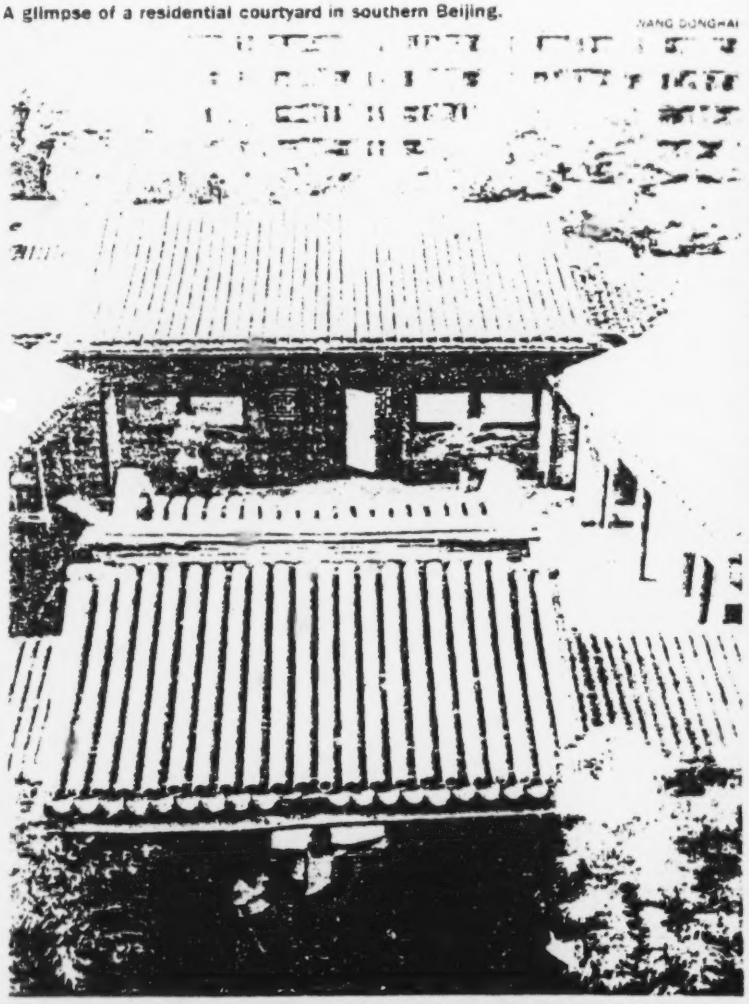
The work to sort out and display cultural relics has been stressed too. Currently, Beijing has only 40 museums, which, compared to the wealth of relics in Beijing, are far from enough. Many specialists have suggested that the surviving ancient buildings be turned into museums for ancient bells, murals, works of art and architecture. The proposition has won much support, and plans are now under way to convert many of the capital's age-old buildings into museums.

Based on lessons drawn from the anarchic "cultural revolution," since 1981 the city authorities have enacted a series of stipulations to place the protection of cultural relics on the city's legislative agenda. Relevant rules include the provisions for the protection of cultural relics, the provisional stipulations on the management of the sale of cultural relics and the stipulations on fireproofing ancient structures. The relics protection legislative work will be perfected so that there will be detailed laws to follow and that those who violate the law will be punished.

Building Heights

During its modernization drive, Beijing has been concerned with controlling the shape of its skyline. To protect the aesthetic value of the city's historical structures, the

A glimpse of a residential courtyard in southern Beijing. WANG DONGHAI



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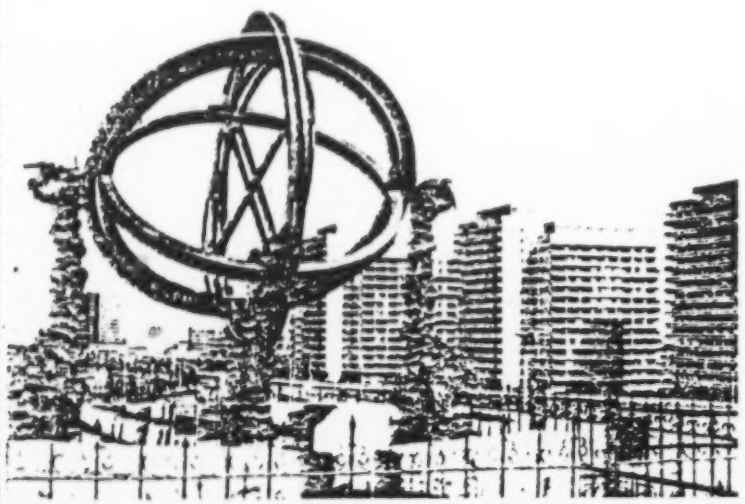
height of new buildings going up in their vicinity will be controlled.

According to a new stipulation, the areas around the Forbidden City have been limited to lawns and to houses under 9 metres high; the height of buildings can rise gradually as they extend outward, with the higest being 45 metres. Similar methods will be introduced to protect the more than 100 historical sites scattered throughout the suburbs.



The renovated ancient observatory.

To ensure the implementation of the stipulation, the Capital Architectural Art Committee was founded in August 1984. Composed of architects and other specialists, the committee plans and oversees the height, size, style and colour of structures to be built, as well as the effect of certain construction on the areas' greenery and environment. It is expected that a number of new buildings compatible with the style of the ancient city will soon appear in Beijing.

Traditional Quadrangles

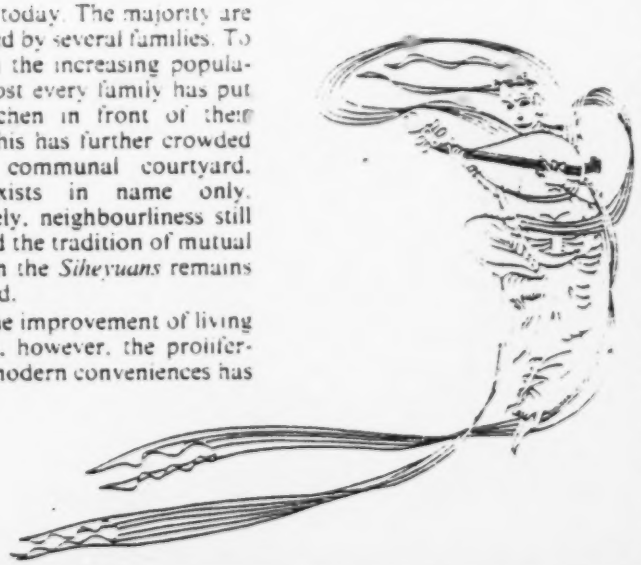
Most of Beijing's *Sihevuans* (compounds with houses around a courtyard) were built during the Qing Dynasty (1644-1911). An important component of old Beijing, these typically Beijing mini-neighbourhoods are quiet, cozy and convenient. The residents can grow flowers and raise birds in the courtyards, which also serve as communal meeting places for the residents.

Because of the shortage of housing, however, such quadrangles enjoyed by one family are quite few today. The majority are now shared by several families. To cope with the increasing population, almost every family has put up a kitchen in front of their rooms. This has further crowded out the communal courtyard, which exists in name only. Fortunately, neighbourliness still exists, and the tradition of mutual concern in the *Sihevuans* remains unchanged.

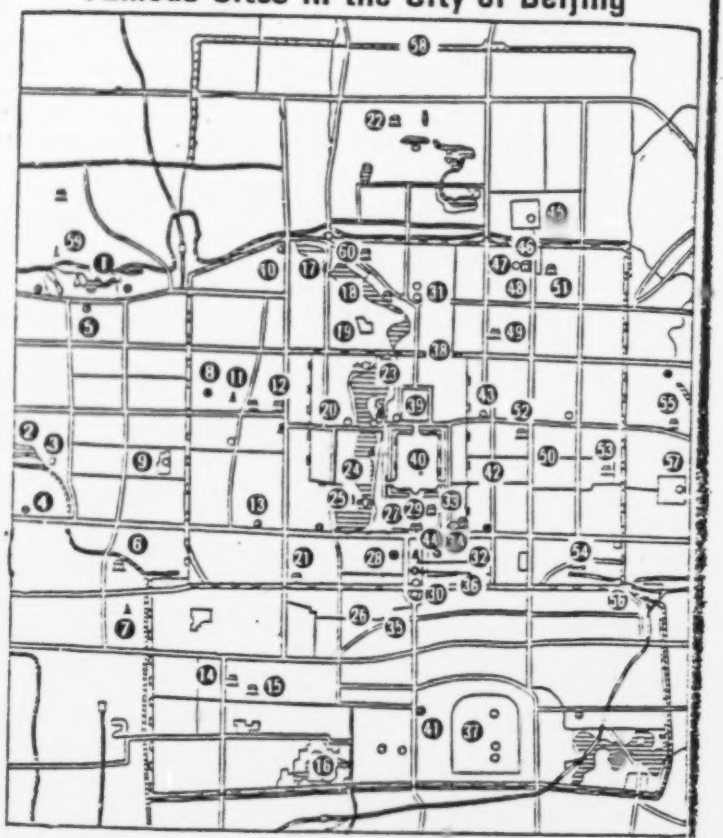
With the improvement of living standards, however, the proliferation of modern conveniences has brought new problems to the quadrangles. Since many quadrangles have only one water tap in the courtyard, many of the residents find moving their washing machines out to the tap an unwelcome chore. Also, because quadrangles usually have no central heating, the dust from the coal-burning stoves found in each house has proven harmful to the new colour televisions.

To solve these problems, some people have invested in private plumbing, while others have had central heating and solar energy hot water devices installed.

To suit the tempo of modern life, *Sihevuans* can no longer remain as they are and should be upgraded. But because most of the *Sihevuans* have long been out of repair and have accommodated too many people, modernization will be both expensive and difficult. Such being the case, the city plans to keep some of the better-preserved *Sihevuans*, such as those on the southern side of the Luogu Lane in the Eastern District and those in the No. 1-8 Xisibei Lanes in the Western District. The old houses of some famous Beijing residents will be turned into museums, and the rest will be equipped with modern facilities.



Famous Sites in the City of Beijing



1. Beijing Zoo
2. Yuyuan Lake Park
3. Angler's Terrace
4. Military Museum of the Chinese People's Revolution
5. Beijing Planetarium
6. White Cloud Temple
7. Temple of Heavenly Peace
8. Lu Xun's Former Residence

times for its caves and stone engravings. There ar also the roses of Mount Miaofengshan, the pine trees c Mount Cuiweishan and the beautiful hills and water of the Summer Palace. For hundreds of years th names of the Three Front Lakes (Qiansanhai) — Nan

9. Altar of the Moon
10. Xu Beihong Memorial Hall
11. Miaoying Monastery White Dagoba
12. Temple of Great Charity
13. Cultural Palace of the Nationalities
14. Ox Street Mosque
15. Temple of the Origin of the Dharma
16. Joyous Pavilion Park
17. Reservoir Lake
18. Shicha Lake
19. Prince Gong's Mansion
20. Beijing Library
21. Southern Catnedral
22. Yellow Tempie
23. Beihai Park
24. Central Lake
25. South Lake
26. Antiques Street
27. Zhongshan Park
28. The Great Hall of the People
29. Gate of Heavenly Peace
30. South Facing Gate
31. Drum Tower and Beil Tower
32. Monument to the People's Heroes
33. Working People's Cultural Palace
34. Imperial Historical Archives
35. Dazhalan Street
36. Chairman Mao Zedong Memorial Hall
37. Temple of Heaven
38. Iron Lion Lane
39. Prospect Hill Park
40. Forbidden City
41. Beijing Museum of Natural History
42. Wangfujing Street
43. China Art Gallery
44. Museum of Chinese History and Museum of Chinese Revolution
45. Altar of Earth
46. Confucian Temple
47. Imperial College
48. Capital Library
49. Memorial to Prime Minister Wen
50. Lantern Market Street
51. Lamasary of Harmony and Peace
52. Dongsi Mosque
53. Temple of Wisdom Attained
54. Beijing Railway Station
55. Temple of the God of Mount Tai
56. Ancient Observatory
57. Altar of the Sun
58. Relics of Yuan Dynasty City Walls
59. Five Pagoda Temple
60. Soong Ching Ling's Former Residence

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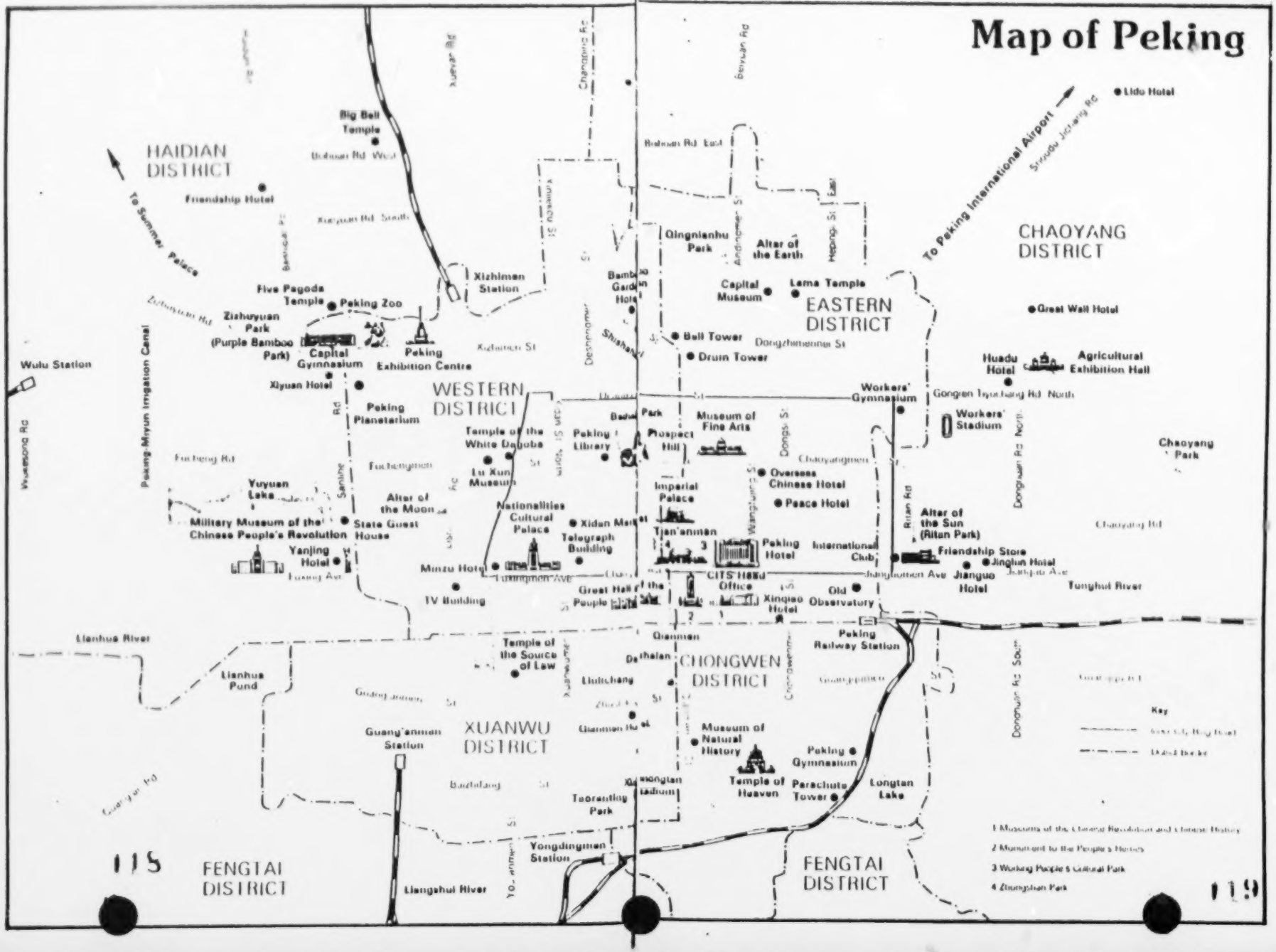
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